THE IMPLEMENTATION OF VIDIO IN IMPROVING STUDENT'S SPEAKING SKILL

Nora Sandi[*1]**, Rosdiana**[2]**, dan Sri Wahyuni**[3]
[1,2,3]Universitas Bina Bangsa Getsempena

ABSTRACT
This study can determine the improvement of students' speaking skills by using video as a learning media. Researchers used pre-experimental research with one group pre-test post-test. Researchers have carried out treatment consisting of three meetings. The population in this study was the sixth grade students of SMA Negeri 16 Banda Aceh in the 2022/2023 academic year. The researcher used total sampling technique. The research instrument is the Speaking test. The results showed that the sixth grade students of SMA Negeri 16 Banda Aceh had a bad pre-test score of 52.44, after being given treatment using video as a learning media, the student's score increased significantly to 55.76 post-test. The use of video as a learning media is very effective in improving students' speaking skills. The researcher found that the t-test was higher than the t- table (9,242 > 2.064). So Ha (Alternative Hypothesis) is accepted and Ho (Null Hypothesis) is rejected. It can be concluded that the use of video as a learning media can improve students' speaking skills in terms of grammar, vocabulary, fluency, pronunciation, and comprehension

Keywords: Speaking, and video

PENDAHULUAN

According to Simaibang (2016), speaking is one of the four language skills that is called under productive skill. It is concerned with the ability to utter words or articulate sounds with the ordinary voices. According to Richards (2008), the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Louma (2004) states that speaking contains an interactive process for producing, receiving and processing information to other people. According to Brown (2004), there are five main aspects to support speaking skills, which include grammatical accuracy, vocabulary, comprehension, fluency, pronunciation.

---

*correspondence Addres: norasandi64@gmail.com

Pollard (2008) states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English.

Schunk (2008) states that motivation has an important role in the learning process. It is because motivation can influence what, when, and how the students learn. According to Omrod (2011), motivation is something that energizes, directs and sustain behavior, it gets students moving, points them to a particular direction and keeps them going on to learn. It means that if the students have good motivation to learn they will be able to enjoy the activity in the class. In order for student motivation to increase, teachers need to make a learning innovation.

One of the many answers to increase the student's motivation is through the integration of video in the classroom activity. Based on the investigation that has been held by Brecth (2008), the use of video in the traditional class had given a positive effect mainly helping the students to pass the course.

According to Mazouzi (2013) student learning activities must be designed to develop fluency and accuracy. These elements are very important in the communicative approach. Therefore, classroom practice should help students develop communication competence.

Research on the use of videos to improve students' speaking skills has not been done much, it is necessary to do this research to determine the effect of using videos to improve students' speaking skills. Based on the description above, the researcher is interested in conducting a study entitled "The implementation of video in improving student's speaking skill".

1. Teaching Speaking

Teaching (Brown, 2007) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Then it can be stated that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

1.1 The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them. Thornbury (2001) mentions that

speaking is interactive and require the ability to cooperate in the management of speaking turns. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language.

According to Harmer (2001), speaking happens when two people are communicating to each other. It is fairly clear that they are doing so for saying something or delivering message and information. They have some communication purposes and they select from their language store. Bailey (2001) state that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. They add that speaking in the second or foreign language has often been viewed as the most demanding of the four skills. Supporting the above definitions, Brown (2001) processes that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition. As supported by Harmer (2001), elements of speaking are the ability to speak fluently on purpose and the ability to process information and "language on the spot".

Brown (2007) adds that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. According to Brown (2004), there are five main aspects to support speaking skills, which include:

a. Grammatical Accuracy

Accuracy means that the speakers are required to use vocabulary, grammar, and pronunciation appropriately. For accuracy, attention is paid to the ratio of tense usage or correct to wrong word order. From what can be observed, the teacher can make an inference about how accurate a student's use of the second language. Performance on the test differs in terms of grammatical accuracy Some of them show almost no structure being mastered consistently; others include only simple structures with, for example, the use of only one form. The different activities that focus on fluency from those that focus on accuracy can be summarized.

b. Vocabulary

A vocabulary is several words or terms that have the same meaning but are conveyed in different languages in the form of alphabetical order. Talking about technical vocabulary, medical vocabulary, and legal vocabulary means a list of words that are needed to describe concepts in that subject and are used for discourse in that subject.

c. Comprehension

The understanding of a language itself comes from the context in which the language appears as well as from extra-linguistic information. To conclude, comprehension is an ability to catch the information with sufficient words to understand the meaning based on the context.

d. Fluency

Fluency is the use of natural language that happens when a person is actively involved in communication where the speaker is required to be able to interact well and that person can maintain easy to understand and sustainable communication even though there are still limitations in their communicative competence. To measure 'fluency' we have to state what we might be able to observe in a speech to make decisions about whether a speaker is fluent. The teachers can develop aspects of fluency by designing classroom activities in which students must understand the meaning, use good communication strategies, correct understanding, and work to avoid communication disorders. Fluency means continuing to speak spontaneously.

e. Pronunciation

Pronunciation is an acceptable standard of the process of delivering a pronounced word or sentence; correct and clear pronunciation is very important to show that the speaker is very careful and has consideration for the listeners.

Brown (2001) divides spoken language into two types, monologues and dialogues. The first type is monologue in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, and the like. Planned and unplanned monologues differ considerably in their discourse structures. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which make for ease in comprehensions, but the presence of more performance variables and other hesitations can either help or hinder comprehension. As opposed to monologues, dialogues involve two or more speakers. The exchange can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

2. Video

2.1 Characteristics of Video

Muniandy (2011) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Furthermore, McKinnon (2011) in Muniandy and Veloo (2011) acknowledges that video

clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.

Richards and Renandya (2002) add that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a   great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. They also state that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand a theme of the material that is already part of the curriculum.

2.1.2 Types of Video

For the teachers, it is also important to know types of video. It will help them in choosing the suitable one to teach. Harmer (2001) states that there are three basic types of video which can readily be used in class.

1) Off-air programmers: programmers recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. It is also important to know what the law is and realize that breaking it can have serious consequences.

2) Real-world video: Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential.

3) Language learning videos: it means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well. With regard to the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

METODE PENELITIAN

1. Rresearch design

Pre-experimental design is a method where only one group is used, i.e., there is no control group to compare to the experimental group in the study. The researcher adopts this methodology because she is primarily interested in the efficacy of video-based speaking skill instruction. Below is how this design was implemented:

Design: One Group Pretest-Posttest Design by (Sugioyono,2008, p.11)

$$O_1 \rightarrow X \rightarrow O_2$$

O1=Pretest

X=Treatment

O2= Posttest

2. Population And Sample

A. Population

According to Sugiyono (2008), population is a general area which includes: objects/subjects that have certain characteristics determined by the researcher to be used as studied and concluded. The population in this study were all students of class XI at SMA Negeri 16 Banda Aceh. The school has 2 classes for the second one class: XI MIPA and XI IPS have 18 students.

B. Sample

In this study, the researcher used a total sampling technique by taking all of the Class XI students of SMA 16 Banda Aceh as the sample. The total sample are 18 students.

3. Data collection technique

Sugiyono (2011) explains that data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. The method that can be used in this research is a test using a rubric. Before the treatment started, a pretest was conducted by speaking in front of the class about animals for 2 minutes. Then do the treatment for 3 meetings. After that do the final test (posttest). From the results of the pretest and posttest, it will be seen whether the treatment has an effect or not on the object being carried out.

4. Data analysis technique

The data were analyzed by using come criteria in assessing speaking and some statistical formula. In this research, the procedure of data analysis would be collected

from result pre-test, treatment, and post-test result. After   As cited by Brown (2004), to analyzed the results of students' speaking ability, the writer used the speaking assessment rubric which contains five aspects of speaking skill, namely grammar, vocabulary, pronunciation, fluency, and comprehension

Table 1. Characteristic of speaking (Brown 2004)

Characteristic of Speaking	Score
Grammar	20
Pronunciation	20
Vocabulary	20
Fluency	20
Comprehension	20

Microsoft Excel was utilized in this study's t test (before after) to test the hypothesis. The sample group's average pretest and posttest scores will be compared using the t-test to see if there is a difference. Ho is rejected if t-count exceeds t-table, but Ha is accepted.

FINDINGS AND DISCUSSION

The following details the findings of the study on the effectiveness of video as a learning tool for students in class XI:

Pronunciation, grammar, fluency, comprehension, and vocabulary were all tested as part of the speaking test research for class XI student' in Banda Aceh. The results are shown in Tables 1 and 2 below..

Table 2. The Student's Pre-Test Score

No	Subject	Gr	Pr	Vc	Fl	Cp	Score
1	AI	7	8	7	9	9	40
2	AA	8	7	8	9	10	42
3	AB	9	7	9	9	10	44
4	AK	12	12	10	8	10	52
5	AM	16	15	15	14	15	75
6	AF	10	14	15	12	9	60
7	FL	9	8	8	8	10	43
8	IF	9	10	11	8	11	49
9	KW	8	9	8	7	10	42
10	KA	7	8	12	9	13	49
11	MH	8	8	9	8	9	42
12	MR	15	14	12	15	15	71
13	MK	15	15	14	15	14	73
14	MH	9	6	8	8	10	41
15	MT	12	10	13	11	14	60
16	RP	15	15	15	15	15	75
17	RR	7	9	7	9	10	42
18	SZ	8	9	10	8	8	43
19	SM	7	8	7	9	9	40
20	TH	9	9	8	8	8	42
21	TM	15	15	15	13	15	73

No	Subject	Gr	Pr	Vc	Fl	Cp	Score
22	TD	14	15	15	15	15	74
23	VO	8	9	8	7	10	42
24	YA	8	9	10	12	13	52
25	ZA	7	12	9	12	10	50
				SUM			1316

Table 3. The Student's Post-Test Score

No	Subject	Gr	Pr	Vc	Fl	Cp	Score
1	AI	7	8	8	9	10	42
2	AA	8	9	8	10	10	45
3	AB	8	9	11	9	11	48
4	AK	12	12	10	10	10	54
5	AM	15	16	15	18	15	79
6	AF	10	14	15	12	12	63
7	FL	8	9	10	10	12	49
8	IF	9	10	11	9	12	51
9	KW	8	9	8	9	10	44
10	KA	8	10	12	9	13	52
11	MH	8	9	9	8	10	44
12	MR	15	14	14	15	15	73
13	MK	17	16	14	15	16	78
14	MZ	9	8	8	10	10	45
15	MT	12	13	13	11	14	63
16	RP	13	14	17	14	15	73
17	RR	8	9	10	9	10	46
18	SZ	8	10	10	9	10	47
19	SM	8	9	10	12	13	52
20	TH	9	9	8	8	8	42
21	TM	15	16	15	14	15	75
22	TD	14	16	15	15	15	75
23	VO	9	9	8	10	10	46
24	YA	8	10	10	12	13	53
25	ZA	8	12	9	14	12	55
				SUM			1394

c. T-test

The t-test in this study is intended to answer the hypothesis that has been proposed. Hypothesis testing using t-test (paired sample t test) at a significant level of 5%. If the test results are obtained the value of T count is greater than T table (T count > T table) and the value of Sig. greater than 0.05 ($p < 0.05$) it indicates the effect of the treatment given. The results of hypothesis testing (t-test) can be seen in Table 3 below.

Tabel 4. Test

Test	Df	T tabel	T Score	P	Significant Level
Speaking	24	1,711	9,242	0,001	5%

Based on the results of the t-test on the speaking test data, the t-count (9.242) > t table (1.711) and p-value (0.001) < 0.05, these results indicate that the t-count value is greater than the t-table. Thus, it can be interpreted that there is an increase in the speaking of class XI students in Banda Aceh.

In line with this, Harmer (2001) mentions that there are many advantages in using video in the teaching and learning process such as seeing the language used. It means that the students do not just hear the language but they can see it too. They can understand the general meaning of the language used which is conveyed through expressions, gestures, sounds and other visual cues. The second advantage is motivation. Students will be interested when they have the opportunity to see the language used as it is heard and it will be better if this is combined with communicative tasks. In general, there are three main steps in integrating video into classroom teaching to learn to speak effectively In using video, the researcher decided to use various video teaching techniques.
The first technique is listening comprehension.

According to Davies (2002), the most obvious use of video is for listening comprehension. The listening comprehension technique aims to help students understand the content of the video and identify the language function or expression used by the speaker. In applying this technique, the video is played at normal speed and sound is normal. The second video teaching technique used is the viewing technique.

Harmer (2001) stated that the purpose of designing viewing techniques is to arouse students' curiosity through predictive activities. Therefore, when students watch the whole video series, they will have some expectations and considerations about it. There are many kinds of viewing techniques proposed by Harmer (2001) and the researcher chose the silent viewing technique (for language). In applying this technique, the researcher played the video at the normal speed of normal sound but when the animal appeared the researcher paused the video and then asked the animal students if it was in English. Students then answered with enthusiasm and some did not know. When they had done this, the researchers played the video without pausing it so that they listened carefully and knew all the kinds of animals that were in the video.

CONCLUSIONS AND SUGGESTIONS

Based on the research that has been carried out, the results of the statistical test t count muscle endurance test is greater than the t table which is 9.242> 1.711 and the p-value (0.001) <0.05, this indicates an increase in speaking in class XI SMA Negeri 16 Banda

Aceh with the use of video as a learning medium at a significance level of 5%. Based on the research that has been done, there are suggestions for research development, namely:

1. It is recommended that English teachers use video as a medium of learning in their teaching and learning process because it has enormous benefits for students. Using video as a learning medium can be applied when the teacher wants to teach vocabulary, grammar, and pronunciation. So that it can be used as a way to get student participation in the teaching and learning process.

2. Teachers should improve their speaking skills. Teachers must also provide a good teaching plan to motivate students and have a goal of learning English.

3. Teachers should know more techniques in teaching English, they should apply some techniques in teaching speaking, especially using video as a medium of learning. And also the teacher should use interesting media to teach English.

4. Students should be more active, especially in speaking. In order to enrich and develop students' speaking skills, they have to practice more and more. Students must continue to practice English with their friends outside of class.

REFERENCES

Ardiansyah, (2020). Improving Students' Speaking   Skills Trhough The Use Of Video-Based Scientific Approach. *JOLLT Journal of Languages and Language Teaching.* 8(3): 222-236

Bailey, K., & Nunan, D. (2005). *Practical English language teaching*.Mcgrawhill.

Brook, J. (2011). The affordance of YouTube for Language Learning and Teaching. *Hawaii Pacific University TESOL Working Paper Series* 9 (1, 2), 37-56.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New-York: Longman.

Brown H. Douglas. (2004). *Language Assessment Principle and Classroom Practices*.   NY: Person Education.
Brown, H. Douglas. 2007. Principles of Language Learning and Teaching.USA: Longman

Christine, G., & Burns, A. (2012). *Teaching speaking a holistic approach*.Cambridge University Press

Davies, P. and Pearse, E. 2000. *Success in English Teaching*. New York : Oxford University.

DeWitt, et al., (2013). The potential of YouTube for teaching and learning in the performing arts. *Procedia - Social and Behavioral Sciences*, *103*, 1118–1126

Dila, V. (2021). Improving Speaking Skill And English Learning Motivation By Using Youtube To The Tenth Grade Students Of Sma Methodist 2 Palembang (*Doctoral Dissertation*, 021008 Universitas Tridinanti).

Harmer, J. 2001. *The Practice of English Language Teaching* (3rd Edition). London: Longman Group Ltd.ca

Harmer J. 2001. *How to Teach English.* Longman Press., England.

Harmer, Jeremy 2001. *The Practice of English Language Teaching 3rdedition.*

Ilmani, A. M. 2020. Interactive multimedia to overcome the problems of learning Arabic. Al-Ta'rib: Scientific Journal of Arabic Language Education Study Program IAIN Palangka Raya, 8(1)

Koksal, D. 2004. Tokill the blackboard? Tehnology in language teaching and learning *the Turkish online journal educational tehnology*, 3(3), 62-7.

Longman. 40 Jack C. Richard and Willy A Renandya, 2002. *Methodology In Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press.

Luoma, S. (2004). Assessing Speaking. Cambridge: CambridgeUniversity Press.

Mazouzi, S. (2013). Analysis of some factors affecting learners' oral performance: A case study with 3rd Year Pupils of Menaa's Middle Schools. M. A. *Dissertation*, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People's Democratic Republic of Algeria

Muniandy, (2011). *Managing and utilizing online video clips for teaching English language.: Views of TESSOL Pre Service Teachers.* IACSIT Pres.

Nunan, D. 2003. *Practical English Language Teaching.* New York:McGraw- Hill.

Nguyen, H. (2021). *Non-English Majors' Attitudes Towards Using Youtube To Improve Speaking Skills* (No. 5507). Easychair.

Omrod, J. 2011. *Educational psychology: developing learners* (7th edition). Boston. Pearson.

Pinter, A. 2006. *Teaching Young Language Learners.* Oxford: Oxford UniversityPress.

Pollard, Andrew.2008. Reflective Teaching 3rd Edition: Evidence Informed Professional Practice. Continuum International Publishing Group

Richard ,. 2007 *Approaches and Method in Language Teaching (the thirdedition).* Cambridge Cambridge University Press.

Richards, J. C. (2008). Teaching listening and speaking, from theory topractice. New York: Cambridge University Press.

Riswandi, D. (2016). Use Of You tube-Based Videos To Improve Students' Speaking Skill. *Proceeding The 2nd International Conference On Teacher Training And Education*, 2(1), 298-306.. Retrieved From.

Sugioyono. 2008. *Metode penelitian kuantitatif kualitatif dan R&D.* Bandung : ALFABETA

Schunk, D., Meece, J. (2014). *Motivation in education theory, research and application.* Harlow. Pearson.

Thornburry,S. 2005. *How to Teach Speaking.* New York: Pearson Education

Thornbury, S. 2001. *Uncovering Grammar. The Teacher Development.*

Taprial, V. & Kanwar, P. (2012). Understanding Social Media. London: Ventus Publishing ApS. Oxford:Macmillan Heinemann English Language Teaching.