IMPROVING STUDENTS’ SPEAKING SKILLS USING VIDEO

Abstract
Online learning has become one of the teaching and learning methods to be implemented in this pandemic Covid-19. To make students gain their curiosity in understanding topics being learned, teachers should give interesting and real materials for them, and video is one of the necessary audio visual that can represent the real situation of the topics because through video, the teacher can give factual information and explanation, and the students will feel connected with their teacher. This research studied the use of videos in teaching speaking through the e-learning system. The method used is quasi-experimental research that the researchers applied for two groups, experimental and control group. The sample of this research is 100 students of English 1 in the even semester of 2019-2020. The result shows that there is a significant impact of the use of the video in teaching speaking. It gives the greater result for improving students' speaking skills than not using the video. The positive contribution of using videos in teaching speaking gives positive impact in improving the students' understanding of the topics being learned, as it is known that the students tend to enjoy watching audio visual materials rather than reading or visual materials. As video is really important to enhance the students interests and motivation towards learning to communicate, for they will have the real examples of the situations being discussed.
Keywords: speaking, teaching speaking, audio visual, video

Abstrak
Pembelajaran online menjadi salah satu metode belajar mengajar yang diterapkan dalam pandemi Covid-19 ini. Untuk membuat siswa semakin penasaran dalam memahami topik yang dipelajari, guru hendaknya memberikan materi yang menarik dan nyata bagi mereka, dan video merupakan salah satu audio visual yang diperlukan yang dapat merepresentasikan situasi sebenarnya dari suatu topik karena melalui video guru dapat memberikan informasi yang faktual, dan penjelasan, dan siswa akan merasa terhubung dengan gurunya. Penelitian ini mempelajari penggunaan video dalam pengajaran berbicara melalui sistem e-learning. Metode yang digunakan adalah penelitian eksperimen semu yang peneliti terapkan pada dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Sampel penelitian ini adalah 100 mahasiswa Bahasa Inggris 1 semester genap 2019-2020. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan video dalam pengajaran berbicara. Ini memberikan hasil yang lebih besar untuk meningkatkan keterampilan berbicara siswa daripada tidak menggunakan video. Kontribusi positif penggunaan video dalam pengajaran berbicara memberikan dampak
positif dalam meningkatkan pemahaman siswa terhadap topik yang dipelajari, karena diketahui bahwa siswa cenderung lebih senang menonton materi audio visual daripada membaca atau materi visual. Karena video sangat penting untuk meningkatkan minat dan motivasi siswa dalam belajar berkomunikasi, karena mereka akan mendapatkan contoh nyata dari situasi yang sedang dibahas.

Kata kunci: berbicara, mengajar berbicara, audio visual, video

I. INTRODUCTION

The condition of teaching and learning in Indonesia has changed significantly during this pandemic Covid-19. The government has made new regulations for educational system in the schools and universities. Online learning is one of the regulations that has to be implemented in all levels of education. “E-learning is the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration” (Alonso, 2005). The teaching and learning process through E-learning uses internet to provide available resources for teachers and students to share and acquire information. Therefore, teachers and students have to collaborate in making the best practice of the teaching and learning process.

English is one of the subjects that the students should learn towards e-learning. As people know, the goal of the teaching and learning English is to develop students’ communication skills and use it in their daily conversations. Accordingly, speaking is one of the major skills should be mastered. In developing these skills, the students need to acquire communicative competence which consists of discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence (Celce-Murcia, M., Z. Dornyei, 1995).

As (Abu Arqoub, I.A., 2019) says that communication is the fundamental to the existence and survival of individuals, groups, societies, and nations; and language is the most common tool of communication, for it plays a vital role in helping people build a bridge of relationships.

The implementation of E-learning in teaching speaking forces the students to be very active and really engaged in the learning process. As (Anggraeni, 2014) said in her research that the appropriate integration of CALL and internet technology is essential to the success of EFL speaking learning in college English study, especially for speaking classes because students can actively participate in the whole learning process instead of passive-
ly accepting what the teacher teaches. On the other hand, teachers should no longer be the center of learning. Their tasks are providing students with opportunity that enables them to develop themselves. In this case, teachers are as facilitators. According to (Biggs, 2011) the teacher must create learning environment that facilitates learning activities that in turn make the students achieve the desired learning outcomes. However, mostly the students do not have a great motivation and interest in learning English due to their low competencies in this subject.

Moreover, through E-learning, the students rarely have the opportunity to practice their speaking, communicate with their friends and teachers, and to share their ideas in the class. It means the teachers should provide interesting materials not only for building the students’ interest in studying the materials and do the tasks, but also for practicing confidently their speaking to communicate with others. Therefore, the use of media in teaching and learning will be helpful in determining the product of speaking.

Video has become an important part for teaching and learning English in higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information delivery mechanism in MOOCs. Several meta-analyses have shown that technology can enhance learning and multiple studies have shown that video, specifically, can be a highly effective educational tool. (Schmid RF, Bernard RM, Borokhovski E, Tamim RM, Abrami PC, Surkes MA, Wade CA, 2014).

In this E-learning situation video is used for improving students’ speaking and confidence. As (Wallace, 2000) describes video, at the most basic level of instruction, it is a form of communication and can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. According to (Newby, T., Stepich, D., Lehman, J., & Russell, 2000) videos are the display of recorded pictures on television-type screen. It is an irrefutable fact that video is one of the best materials that enables students to practice what they have learned through various techniques. (Richards, J.C. &Renandya, 2002) state that 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. It can be said that the key factor in the development of English learning is the opportunity given to
students to speak in the target language. Teachers must improve the students’ willingness and give them reason to speak.

A possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language (Richards, J.C. & Renandya, 2002). Using video will help the students to understand the people’s ways of communication, to express their language acquisition formally and informally, and to set their communication on the screen, so they can develop their understanding and comprehending of the language context. Audio-visual stimuli provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking ability. It is believed that a video project will lead the students to have a connection as the bridge of relationship to make a real world communication roles.

(Harmer, 2001) proposes two video-based activities used in video-based lessons. One of them is video watching activities. A number of activities are designed for specific video situations. They explore the range of options for use with both “off-air” and language learning videos. Video watching activities includes three sections as follows:

1) General comprehension. The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back again for details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has been finished, the teachers read out questions and the students have to write the answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

2) Working with aspect of language. The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual groups to focus on language is to get hold of English language videos which have subtitles in students’ language. The teacher can start by viewing the video without sounds and discussing the subtitles in general. After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the
sounds turned up to compare their English with the words that were actually spoken.

3) Video as springboard to creativity. How video clips help to start the students’ creativity showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it.

The steps used by the teachers in teaching speaking through video according to (Richards, J.C. & Renandya, 2002) are:
1. Guiding students towards appreciating the videos as the learning tools.
2. Making the videos as the integral part of the course.
4. Familiarizing the students with the materials.
5. Treating the videos as visual and audio text.
6. Designing the lessons to provide repeated views.
7. Planning activities in three stages (pre-viewing, viewing, and post-viewing activities).

(Harmer, 2001) states that a video can provide language in use. The students will learn directly how to practice the stress and intonation of the language and matches the language with the facial expressions and gestures of the real speakers of the language. (Ca- kir, 2006) mentioned that the video also provides the authentic materials for the students so they can understand deeply not only the language, itself, but also the culture. It means that using video will give better cultural understanding for the language learners for they can see directly the real expression and situation of the language being used, and also listen to the tone and stresses of the words.

(Harmer, 2001) says that learner motivation increases when learners learn language using video. The students tend to have more interests in learning and have doubled their motivation in seeing the use of the real language in real situation. (Busà, 2010) enhances that listening to real people speaking about real-life experiences and interacting with other speakers in a natural way may be considered more stimulating.

(Brewster, Jean, 2002) concludes some benefits of using videos for young learners into four aspects as follows:

1) Psychological aspect. Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience
successful and thus develop positive attitudes and confidence to the target language and to language learning.

2) Linguistic aspect. Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

3) Cognitive aspect. Video can improve the students’ curiosity and provide up-to-date information. It enables students to maximize their abilities to infer form context. Moreover, video can develop students’ motor skills, information and research skills, and communication skills as well as independent learning.

4) Cultural aspects. From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

II. METHODS

This research can be classified as a quasi-experimental research type. The activities of the teaching and learning were conducted using online learning base. The research employed the pre-test and post-test design. It was an intact group pre-test and post-test design involving a group of students in the experimental group and those in the control group. The experimental group was given the special treatment using video. The control group was given the conventional technique without video, namely textbook-based (pdf and word files) as the teacher usually does. The research involved the independent variable and the dependent variable. The independent variable was the treatment consisting of two levels, the treatment with video in the experimental group and the treatment with the conventional technique in the control group. Meanwhile, the dependent variable was the students’ speaking skill.

The population of this research included the English I students of Mercu Buana University taught by two lecturers, Fitriyeni and Tri Widyastuti. There are 200 students that spreaded in 4 different classes. The researcher used random selection to determine which class would be the experimental group and the control group. From the existing population, the researcher chose two classes as the experimental class and the control class.

Since the study was quasi-experimental, the instruments to collect the data were a pre-test and a post-test. The collected data were
the scores obtained from the pre-test and the post-test of both the control group and the experimental group. The scores from the pre-test were used to see the speaking ability of both classes before the treatment. On the other hand, the scores from the post-test were used to measure whether the implemented method affected the experimental group or not.

To score students’ speaking test, the researcher used scoring rubric adapted from (Blaz, 2001), as follows:

Tabel 1. The Rubric of Speaking Assessment

<table>
<thead>
<tr>
<th>Category</th>
<th>Task Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimal attempt to complete the task and/or responses frequently inappropriate</td>
</tr>
<tr>
<td></td>
<td>Partial completion of the task, responses mostly inappropriate and inadequately developed</td>
</tr>
<tr>
<td></td>
<td>Completion of the task, responses appropriately and adequately developed</td>
</tr>
<tr>
<td></td>
<td>Superior completion of the task, responds with elaboration</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensibility</th>
<th>Responses barely comprehensible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responses mostly comprehensible, requiring interpretation by the listener</td>
</tr>
<tr>
<td></td>
<td>Responses comprehensible, requiring minimal interpretation by the listener</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech halting and/or with long pauses or incomplete thoughts</td>
</tr>
<tr>
<td></td>
<td>Speech slow and/or with frequent pauses, few or no complete thoughts</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Major pronunciation errors</td>
</tr>
<tr>
<td></td>
<td>Frequent errors, little or no communication</td>
</tr>
<tr>
<td></td>
<td>Occasional pronunciation problems with communication</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Inadequate and inaccurate use of vocabulary</td>
</tr>
<tr>
<td></td>
<td>Inadequate and inaccurate use of vocabulary and too basic for the level</td>
</tr>
<tr>
<td></td>
<td>Adequate and accurate use of vocabulary for this level</td>
</tr>
<tr>
<td></td>
<td>Rare use of vocabulary with frequent attempts at elaboration</td>
</tr>
</tbody>
</table>

The data were collected within three months period, pre and post test. It was started from March to May 2020. The experimental class was given the videos every two meeting and two students’ video projects. The control group was given a book they should study and read, and there were two students’ speaking projects through online presentation (zoom meeting).

III. FINDINGS AND DISCUSSION

A test is considered valid and reliable if the same test is given to the same subjects or matched subjects in two different occasions, the test should yield similar result (Brown, 2004). The validity and reliability of the instruments were estimated using cronbach alpha, and the result shown that the value of the test is 0.751. It means it has a high reliability value.

Tabel 2. Reliability Score

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>.751</td>
<td>.751</td>
<td>2</td>
</tr>
</tbody>
</table>

In this study, the formula used to test the normality of the data is Kolmogorov-Smirnov formula. Test of distribution normality was aimed to find out whether or not the collected data showed a normal distribution. The data tested are the pre-test and the post-test data in the experimental class and the control class. If the result showed the index \( P > 0.05 (\alpha: 5\%) \), the data in this study were normally distributed (Carver, R.H.,& Nash, 2012). The result is shown in the below table.
The table shows that the index obtained from normality test of the pre test data is $0.286 > 0.05$ ($\alpha: 5\%$), and the normality of the post-test is $0.166 > 0.05$ ($\alpha: 5\%$). The whole calculation produces have index ($P$) $> 0.05$ ($\alpha: 5\%$), it can be stated that the data used in this study were normally distributed.

The homogeneity test was intended to test the equality of variance-covariance matrix of the dependent variable of this study. One test for assessing whether variances are homogeneous is 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). If the value of significance (probability) on the Levene’s Test is greater than 0.05 ($\alpha: 5\%$), then the variance in variables are homogeneous. The result of the homogeneous test is on below table.

The table shows that the Levene Statistic is 1.590 which is greater than 0.05; therefore it can be said that the distribution of the pre test and post test are homogeneous.

The paired-samples t-test is used in repeated measures design, in which each subject is tested twice on the same variable. A common experiment of this type involves the before and after design. The test can also be used for the matched group design in which pairs of subject that are matched on one or more characteristic (e.g., IQ, grades, and so forth) serve in two conditions. As the subjects in the groups are matched and not independently assigned, this design is also referred to as a correlated groups design (Ho, 2006). The result of the paired-samples t-test is as follows:

The table shows that the mean of pre test is 75.40, and the mean of post test is 80.85 with the number of the students used in this
The study is 100 students. From those results of the mean of the pre test and post test, it can be seen that the mean of the post test is greater than the pre test, so there is a significant difference of the use of video in teaching speaking.

Table 6. Paired-Sample Correlation

<table>
<thead>
<tr>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>.601</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Moreover, from table above, the correlation is 0.601 with the significant value is 0.000. Because the significant value is lower than probability value 0.05, so that it means there is positive correlation between the pre test and post test results.

According to (Santoso, 2014) the fundamental of making decision in paired-sample test is based on the significant value which are (1) if the significant value < 0.05, then Ho rejected and Ha accepted; (2) if the significant value > 0.05, then Ho accepted and Ha rejected.

Table 7. Paired-Sample Test

As the hypothesis of this study is to know whether there is a significant differences between the pre test and post test in the use of video in teaching speaking to the university students of English 1 in year 2020, therefore as seen on the table 7 Paired-Sample Test, the significant value of the test is 0.000 < 0.05. It means that the Ho is rejected and Ha accepted; on the other words, there is a significant impact of the use of video in teaching speaking to the university students of English 1 in year 2020.

Based on the above table, it also can be seen that the value of \( t \) is negative as much as -14.766. This negative \( t \) value is due to the lower result of the pre test, and it gives positive value that the use of the video gives greater result for improving students’ speaking skills than not using the video.

From all the calculation above there are several evidences that proven the theories used in this research to support the formulated hypotheses. The evidence were in the form of numeric data that collected from the pre test and post test score based on the experimental study to 200 university students of English 1 at Mercu Buana University. The researcher gave the experimental group some videos to be used in teaching speaking and the control group given some handbooks in teaching speaking.
All the data collected was analyzed using SPSS 20, and the analysis test were validity test, reliability test, normality test, homogeneous test and sample-paired t-test. The validity and reliability have shown the significant validity and reliability of the instrument test, so it could be used for this research. The normality test also shows that the data variance are normally distributed, and the homogeneous test gives evidence that the data variance were homogeneous. Therefore this study could be continued to proved the hypotheses.

As everyone understand that the use of English language has broadly spread among teenagers in Indonesia. Therefore, to help the students practicing their English, teachers should provide more interesting and enjoyable material so that the students could develop their skills.

A possible way to stimulate the students to talk freely with their friends is through authentic materials and opportunity to practice. Audio visual can be the solution. One of the audio visual media is a video.

This research has found that there is a positive significant difference between the use of video in teaching speaking to the one without video in teaching speaking. From the paired-sample test, it can be seen that the significant value of the test is 0.000 < 0.05. It means that the Ho is rejected and Ha accepted; on the other words, there is a significant impact of the use of video in teaching speaking to the university students of English 1 in year 2020. In another words, the use audio visual such as video are really important to enhance the students interests and motivation towards learning to communicate, for they will have the real examples of the situations being discussed. It will catch more of their understanding towards their learning.

IV. CONCLUSION

This research conducted to find the impact of the use of video in teaching speaking for the students of English 1 at Mercu Buana University in the year 2020. The researcher took the existed data of 100 students who took English 1 class during the even semester of 2019-2020. There were two classes with different treatments, control class and experiment class, the first class given materials in the form of pdf files, and the second class given in the form of videos. From the result of the analysis, it shows that there is a significant the use of the video gives greater result for improving students’ speaking skills than not using the video. The positive contribution of using videos in teaching speaking gives
positive impact in improving the students’ understanding of the topics being learned, as it is known that the students tend to enjoy watching audio visual materials rather than reading or visual materials. They have more interest to explore the real situation of the dialogue and explanation presented in the video. Therefore, it is important for teachers to use videos in their teaching and learning activities to make the students understand the factual situation and condition of the topics and also to improve the students’ motivation in learning the topics. As a suggestion for next researchers, it is necessary to firstly introduce the students how to conduct a self-study program, so they can be more familiar in implementing their own self-study and self-assessment.

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