IMPROVING SPEAKING SKILL THROUGH VIDEOS FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: The aims of this research are: (1) to find out the use of video to improve the students' speaking ability and (2) to find out the strengths and weaknesses of the use of video to improve the students' speaking skills. This research was a classroom action research. To collect the data, the researcher used observation, interview, and the speaking test. The study reports that (1) the use of videos can improve the students' speaking ability. The mean score of speaking skill in pre-test was 47,62, cycle I was 62,14 and cycle II was 75,95. (2) The use of video in the teaching of speaking had some strengths and weaknesses. The strength of video were the students felt enjoy when they watched the video and the students could get the ideas to speak from the real environment of the speaker. The weakness of video were less serious when they did a discussion, it made the situation on the class were noisy and were still awkward in using video as one of technology based English learning technique.

Keywords: *improving; speaking skill; videos.*

INTRODUCTION

Speaking skill is an important skill that the students should master when they learn a language. The ability of speaking can measure the success of learning a language. Brown (2001, p. 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. Speaking is an articulation of sound to express thought. Tarigan (1990, p.15) says that speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling" opinion and wish.

Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001, p. 269), states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In addition, Finocchiro and Brumfit (1983, p. 140) state that to speak learners should have sufficient knowledge of pronunciation, structure, and vocabulary.

Richards and Renandya (2002, p. 201) states that speaking is used for many different purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task. Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English.

The result of teaching speaking in schools is not satisfactory yet. The students' speaking skill is still low. According to Brown (2001, p. 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, a rate of delivery, stress, rhythm, an intonation of English and interaction.

Based on the observation, the activity of teaching and learning speaking was monotonous and the students did not get an ideal condition in learning speaking. The students speaking were low, the students don't pay much attention to the class. Generally, students in this class have low learning motivation and interest. They feel shy, nervous, and lack of confidence when answer questions from their teacher or have a presentation.

Another problem they cannot fluently

express their ideas by using appropriate vocabulary and correct grammatical forms; the students only can speak the first two or three sentences, and then totally get stuck and speak their mother tongue (Javanese) and second language (Indonesian) make a clear distinguish during the presentation; moreover, they often feel hesitate to pronounce the words, and most of them mispronounce the words. Third, the atmosphere of the class did not support any speaking activity.

To actively engage the students in the learning process and enhance their motivation of learning the language, it is highly recommended for the teacher especially to create a good media, make a conducive situation and creative activities. It is in line with Nunan (1999, p. 232) said that teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions.

Based on those conditions, the researcher thought about how to make the class communicative, attractive, contextual, and finally improve their speaking skill. In fact, the use of various media to support the teaching and learning process of speaking is important. One of the media that can be used is video. According to Hornby (2010, p. 922) media is the main ways that large numbers of people of receive information and entertainment. There are television, radio, newspapers and the internet. While Gagne as cited in Arief S. Sadiman et al (1986, p. 6) stated that media is some kind of component in the surroundings around students which stimulate to study.

According to Kamaludin (2009, p. 67) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997). Meanwhile, Azhar (2011, p. 49) define video as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen look alive.

Teaching speaking through videos can be very useful for effective and joyful learning. Videos can also give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. By using videos, the students can derive meaningful contexts for language that is being learned. Therefore, the researcher decided to conduct action research to improve the students' speaking skill by using videos.

METHOD

This researcher was a classroom action research. The objects of the study were the tenth grade consists of 88 students and the English teacher. To collect the data, the researcher used observation, interview, and the speaking test. Data analysis technique used a descriptive qualitative analysis. This researcher was a classroom action research. The objects of the study were the tenth grade consists of 88 students and the English teacher. This research used Classroom Action Research according to Chickering and Weimer Classroom action research is method of finding out what works best in our classroom so that we can improve (McKeachie,1999).

With a reference to the Hopkin in Marhamah (2018, pp. 40-44) there are four stages is each cycle in implementation of classroom action research. The stages are planning, implementing, acting and observing.

Implementation of actions.

The Teacher begins the class by describing the goal of the lesson at that session. And tell the students the benefit of studying using videos as giving the motivation. After that teacher starting the activity by using the video in the class. Meanwhile the teacher give every student the Question based on the video.

to start the discussion the students have to understand about the content. And after that teacher starting the activity with answer the question based on the video. And give the

reward for the student that can answer the question correctly

RESULT AND DISCUSSION

The use of video can improve the students' speaking ability

The researcher conducted two cycles of teaching speaking through scientific approach involving interview technique to improvee speaking skills. The first and second cycles were done in two meetings. Those activities consisted on five stages of teaching speaking skills.

The result in every test showed that students' participation in teaching and learning process, they followed the teaching and learning processes well, it means that they paid attention of teachers' explanation and most of them could participate in teaching and learning processes. They were more active to ask the teacher if they did not understand. They were more interested to learn English. It was shown by the students' participation in the activities of speaking. They could answer and respond the teacher and their friends' questions. They were able to speak orally; they could explain about themselves. The students also could learn how to work together.

Considering the facts above, the teachers were expected to be able to improve students' ability and find suitable technique in teaching speaking. Actually, there were some techniques to be used by English teachers to improve their students' speaking ability. One of them was video. The video made the students listened, looked, and gave the questions about the lesson discussed with other friends.

The use of videos can improve the students' speaking ability. The improvement of students' speaking skill can be seen from the scores. The mean score of speaking skill in pre-test was 47,62, cycle I was 62,14 and cycle II was 75,95.

The Strength and Weakness of Improving Speaking Skill Through Video

The researcher was conducted based on the classroom action research that consists of two cycles. Each cycle was done by applying video. After conducting cycle I and cycle II, the researcher found the ways to improve speaking skill and the improvement of students' speaking skill. The improvement can be seen in table pre-test, result of cycle I and cycle II. The students also said the strength and the weakness improving speaking skills through video. The result of the students, statement when they answer the questionnaire and the researcher opinion were:

1. **The strength of Improving Speaking Skill through Video.**

   The student felt enjoy when they watched the video. It is because video made them more interest. Inside of video like the picture, sounds, and in the video the students could looked example from the real native speaker. In video combine entertainment with instruction, makes the learning process more enjoyable.

   In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation. videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance. It could be seen based as followed:

   R   : *What is your opinion about studying through video?*
   S1   : *Enjoy miss, asik. Pakai video lebih jelas.*
   R   : *Please complete sentence.*
   S1   : *I think study through video is very enjoy miss.*
   R   : *How about you, Iklas?*
   S2   : *In my opinion studying through video is easier to understanding the lesson miss dalemnya ada gambar suara dan langsung bisa liat contoh realnya.*

2. **The Weakness of Improving Speaking Skill through Video.**

The student were less serious when they did a discussion, it made the situation on the class were noisy. So, after the students watched the video, the researcher gave the task to do it. Some students were still awkward in using video as one of technology based English learning technique. It could be seen as followed:

R : *How about you, Iklas?*

S1 : *In my opinion studying through video is easier to understanding the lesson miss dalemnya ada gambar suara dan langsung bisa liat contoh realnya.*

S2 : *Mending liat atta hallilintar, Miss daripada belajar trus aneh buka video buat belajar.*

In this case the researcher taught students' how important speaking skill to the future and the researcher asked the students to play the video about what they like, it could help them to improve the speaking skills.

CONCLUSION

Based on the analysis and discussions, the writer can draw some conclusions as follows:

1. The improvement of the students' speaking ability

Based on the analysis, the use of videos can improve the students' speaking ability. The improvement of students' speaking skill can be seen from the scores. The mean score of speaking skill in cycle I was 55 and there were 5 students or 18% who were completed in learning and 23 students or 82% were not completed in learning with the standard score 70. While, the mean score of speaking skill in cycle II was 76 and there were 5 students or 18% who were not completed in learning and 23 students or 82% were completed in learning with the standard score 70.

2. The strengths and weaknesses of the use of video to improve the students' speaking ability.

The strength of video were the students felt enjoy when they watched the video and the students could get the ideas to speak from the real environment of the speaker. The weakness of video were less serious when they did a discussion, it made the situation on the class were noisy and were still awkward in using video as one of technology based English learning technique.

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