

**RESEARCH ARTICLE**

**PENGARUH VIDEO TERHADAP KETRAMPILAN BERBICARA SISWA  
KELAS VIII DI SMPN 7 KEDIRI TAHUN AKADEMIK 2015/2016**

***THE EFFECT OF VIDEO TO THE EIGHTH GRADE STUDENTS'  
SPEAKING SKILL OF SMPN 7 KEDIRI IN THE ACADEMIC YEAR  
2015/2016***



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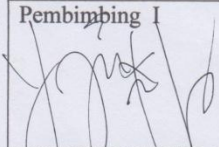
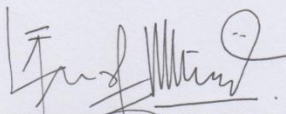
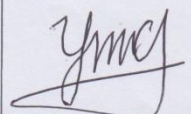
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## THE EFFECT OF VIDEO TO THE EIGHTH GRADE STUDENTS' SPEAKING SKILL OF SMPN 7 KEDIRI IN THE ACADEMIC YEAR 2015/2016

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### Abstract

This research aims at knowing how eighth grade students' speaking skill before and after being taught by using video and whether there is effect any effect of video to the eighth grade students' speaking skill of SMPN 7 Kediri. The researcher used quantitative approach and experimental design. The research was conducted at SMPN 7 Kediri. The subject of this research was eighth grade students, especially VIII E. It consists of 31 students. The students were given pre-test, treatment, and post-test to know effect of video to the eighth grade students' speaking skill. The data got from pre-test and post-test score and were analyzed using SPSS version 23. From the result of students' speaking skill before being taught using video, it showed there wasn't students could not pass the test. It is supported by the mean score of pre-test (40.00) is lower than mean of post-test (48.45). Besides, in analyze of SPSS version 23, the score of t-test was 9.401 at the degree of freedom 30 and t-table 2.042 with the level of probability 0.000 at the level significance 5% (0.05). The t-score is higher than t-table ( $9.401 > 2.042$ ) and sig 2 – tailed is lower than significance level ( $0.000 < 0.05$ ). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It could be concluded that video had significant effect to the eighth grade students' speaking skill. The researcher suggests the teacher should be able to help students to be responsible for their task by taking turn to speak and giving responses to the topic given by applying video in speaking class. The other researcher, the other researcher are expected to conduct better a research about teaching speaking using video.

**Keywords: Speaking Skill, Video**

### I. Background of the Problem

Speaking is one of the four language skills beside Listening, Reading, and Writing. Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. According to Jones (1989: 14), speaking is a form of communication, so it is important that what you say is

conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. In addition, he also gives opinion that speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Among of those language skills, speaking is often considered as the most important skill that has to be mastered by the students because speaking skill use in orally form to produce some communication with other people, especially foreigner. Harmer (2007: 17) states that speaking happens when the people are engaging in talking in each other, we can be fairly sure that they are doing so for good reason. Their reason maybe that they want to say something. They have some communication purpose. It means speaking is an interactive process for producing, receiving, and processing information. Furthermore, the students are expected to use proficiency well.

There are some factors causing the students are reluctant to learn speaking in the classroom come from the students. First, students who lack of vocabulary will difficult to say words during speaking class. Second, students are worried about making some mistakes. Third, most of students have same mother tongue. Harmer (1991: 95) also suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language.

On the other hand, there is previous research concerning with the problems that

cause the students difficulty in speaking, factor that contribute to the students' difficulties in speaking English coming from the teachers. According to Tokoz (2014: 1877), most of the students thought the main problem of their inability to speak English was because of their fear of a limited vocabulary in which students could not describe the expression they would like, and they gave up speaking. This clearer of the students' statement: *I really want to talk with native speakers in English but when expressing my ideas I cannot find the correct word at this time-so I prefer not to talk*". In conclusion, the students commonly believed that they could not speak English fluently.

To help the teachers in teaching speaking to Junior High School, teachers may use an interesting media to present their teaching materials that also helps them to create the real-life situation. One of media is video. According to Ur (1996: 191), video is an excellent source of authentic spoken material and it is also attractive and motivating. Video as audio visual aids is beneficial for the students and teacher in English language teaching. Teaching speaking using video will give a fun atmosphere to the students, especially for junior high school. They can learn unconsciously while they are watching the film, so that they enjoy language learning. There are many activities that can be

designed by the teachers to exploit the video in English teaching and learning process. Stempleski (2002: 366) with her simple ideas suggests that teachers may think of using video as a three-stage lesson, including pre-viewing activities, viewing activities, and post-viewing activities. The first stage, previewing activities, prepares students to watch by tapping up their background knowledge, simulating interest in the topic, and lessening their fear of unfamiliar vocabulary. The second stage, viewing activities, primarily facilitates the actual viewing of the video. These activities can be done through playing and replaying the sequence or related parts and by requiring the students to focus on important aspects such as factual information and the expressions used in a particular situation which is apt to the objectives. Post viewing is the last stage of the activities. These require students to respond to video or to do rehearsal on some particular language points. Post viewing activities can be done to stimulate and develop various language skill activities.

#### *Pre-viewing*

- a) Ask the students some questions related to the previous lesson to remind what they have learned.

- b) Show some pictures and ask some questions related to the topic to activate students' schemata.
- c) When students respond to the questions, elicit relevant words and expressions related to the topic.
- d) Divide the students in pairs or groups.

#### *Whilst-viewing*

- e) Ask the students to view the video segment (without the sound) and to guess what the speakers are talking about.

e.g. Who do you think this woman or man is?

What do you think this woman or man is going to do?

- f) Ask the students to view the video segment again (with sound) and they have to pay attention to the particular language points and useful expressions uttered by the speakers.
- g) Ask the students to discuss the language use of the video and to say what they hear.
- h) Write the vocabularies and expressions on the whiteboard.
- i) Let them view the video segment again to check whether or not the vocabularies and the expressions are correct.
- j) Play the video again and ask the students to view the video and practice the language use from the video.



k) Ask the students, in pair or group, to practice the whole conversation of the video segment.

*Post-viewing*

l) Ask the students as volunteers to perform the conversation while others give comments.

m) Give the students an opportunity to create a new conversation with similar and relevant topic of the video.

n) Ask each pair of students to perform in front of the class while others have peer assessment.

o) Give feedback and correction at the end of the lesson

## **II. Research Method**

In this research, the researcher has to know variable that is going on to be observed to get data from the research. It is important to determine the research variable. There are there are two variables which decided by the researcher. The independent variable is Video, it is expected can influence or control the process of teaching learning process. The dependent variable is students' speaking skill of the Eighth Grade Students of SMPN 7 Kediri that can be influenced by Video.

In this research, the researcher uses quantitative approach because the researcher wants to know the effect of video to the students' speaking skill that use numerical analysis. To measure this research, the researcher has to collect the data which show numerical comparison between students' speaking skill before and after being taught by using video. The researcher uses experimental research is to determine whether a causal relationship

exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another. In experimental research, the researcher used pre-test and post-test to measure their speaking skill before and after being taught by using video. The data was analyzed by using t-test computation using SPSS version 23 to know the effect of video to the students' speaking skill before and after being taught by using video.

In this research, the population of the research is the Eighth Grade Students of SMPN 7 Kediri. There are ten classes of the eighth grade in this school, start from class VIII-A until VIII-J. The total students of whole eight grade start from class VIII-A until VIII-J is 320 students. The researcher took VIII E that consisted of 31 students.

### III. Result and Conclusion

In this section, the researcher showed the results from the students' pre-test and post-test score by using SPSS version 23. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

#### a) Paired Sample Statistics

From the Paired Sample Statistics, it showed the mean score of pre-test is 40.00 with standard deviation 6.648 and standard error mean 1.194. The mean of post-test was 48.45 with standard deviation is 9.733 and standard error mean 1.748. The number of participants in each test (N) is 31.

#### b) Paired Samples Correlation

From Paired Sample Correlation, the output showed the data before and after being taught using video is 0.880 with significance value (sig.) 0,000. It means there is any correlation between students' speaking skill before being and after taught using video.

#### c) Paired Sample Test

From Paired Sample Test, it showed that t-test is 9.401 and the t-table with degree of freedom 30 is 2.042 at the level of significance of 5%. It means t-test is higher than t-table ( $9.401 > 2.042$ ) and sig. (2-tailed) from the table is 0,000 with the

level of significance of 5%. Because of t-test is higher than t-table and sig. (2-tailed) t-test is lower than level of significance of 5% ( $0,000 < 0,05$ ) it means  $H_0$  is rejected. So, it can be concluded that the result of this research is very significant or there is very significance effect of video to the eighth grade students' speaking skill of SMPN 7 Kediri. The means differences between pre-test and post-test is -8.452, because the mean is negative, it means that the means score of students before being given treatment is lower than the means score of students after being given treatment.

After analyzing the result of the data using SPSS version 23, the researcher got the data about students' speaking skill scores that had been taught by using video compared to the scores before being taught by using video.

From the Paired Samples Test, it has shown that the students' post-test scores in speaking skill are higher than the students' pre-test scores. The means of pre-test score is 40.00, while the means of post-test score is 48,45. It means the students' speaking skill is increasing after being taught by using video.

It is also supported by the data Paired Samples Test of t-test (9.401) which is

higher than the score  $t$ -table (2.042) at the degree of significance 5% and the significant level of 0.000 is lower than 0,05 ( $p < 0,05$ ). From this result, the researcher concludes that there is significant effect of video to the eighth grade students' speaking skill of SMPN 7 KEDIRI in academic year 2015/2016.

In this research, the research applied two types of hypothesis these were the working hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ). To prove the hypothesis, the data obtained in pre-test and post-test are calculated by using  $t$ -test formula with assumption as follow: a) If  $t_0 > t_{table}$ , the Null Hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It is proven that video is effective on students' speaking skill, b) If  $t_0 < t_{table}$ , the Null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It is proven that video is not effective on students' speaking skill. According to the analysis of the result above, there is a significant difference between the pre-test and post-test score. Both of  $t$ -test results by using SPSS and manual formula are the same. The result showed that the post-test score got higher than pre-test score.

The result reports that  $t$ -test is lower than  $t$ -table ( $9.401 > 2.042$ ) and sig. (2 tailed)  $t$ -test is lower than level of significance of 5% ( $0,000 < 0,05$ ) it means  $H_0$  was rejected and  $H_a$  was accepted. It

can be defined that the effect of video to the eighth grade students' speaking skill is more effective than teaching speaking without using video since alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. In other words, teaching speaking by using video gives significant effect to eighth grade students' speaking skill of SMPN 7 KEDIRI.

In this research, the researcher observed the students' speaking skill using pre-test and post-test. In the pre-test and post-test, the researcher found that the pre-test's score mean score of pronunciation was 1 and post-test was 2, the pre-test's mean score of fluency was 2 and post-test was 2, the pre-test's mean score of vocabulary was 1 and post-test was 2, the pre-test's mean score of grammar was 1 and post-test was 2, the pre-test's mean score of comprehension was 1 and post-test was 2, the pre-test's mean score of discourse management was 1 and post-test was 2. It could be concluded that the students' speaking score was increasing after being taught by using video.

Furthermore, when the researcher conducted this research, the condition of the students' speaking skill before being taught using video mostly got difficulties because of limited vocabulary and inability to express their ideas. This finding supported the previous research conducted by Tokoz (2014: 1877). She found that the



majority of the students thought the main problem of their inability to speak English was because of their fear of a limited vocabulary in which students could not describe the expression they would like, and they gave up speaking. It was shown with the students' pre-test mean score of vocabulary was 1 and post-test was 2. On the other hand, Idrissova, (Eds.) (2015: 281) found that the students in mixed level group have problems in pronunciation of English words and have difficulties in composing sentences using correct grammatical structure. It was shown with the students' pre-test mean score of pronunciation was 1 and post-test 2.

Besides that, videos can be used in variety of instructional and teaching settings- in classroom, as a way of presenting content, initiating discussion, for providing illustration for a certain topic and content, self-study and evaluation situations. Bajrami and Ismaili (2010: 503) state that when teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials.

By implementing video in speaking class, it can help the students to be responsible for their task by taking turns to speak and giving responses to the topic given by the teacher. However, they also

can solve the problems by practicing how to produce expressions or sentences that show activity when it happened in the past. The researcher found difficulties in applying video in the first time. The students were still confused and did not understand their role and what they have to do. However, with clear explanation and examples, the students can understand their role later. Therefore, with brief explanation, Video can be applied in the classroom successfully.

The researcher gives suggestion for the English teacher. By applying video in speaking class, the teacher should be able to help students to be responsible for their task by taking turn to speak and giving responses to the topic given. So, the teacher can improve the students' pronunciation, fluency, vocabulary, grammar, comprehension and discourse management.

The researcher found difficulties in applying video in the first time, so the students were still confused and did not understand their role and what they had to do. To the future, the other researchers are expected to conduct better a research about teaching speaking using video.

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