

ARTIKEL

**THE EFFECTIVENESS OF USING VIDEO IN TEACHING SPEAKING
FOR ELEVENTH GRADE STUDENTS OF SMK N 1 KEDIRI IN
ACADEMIC YEAR 2017/2018**



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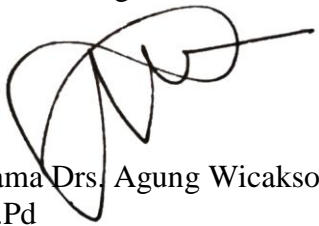
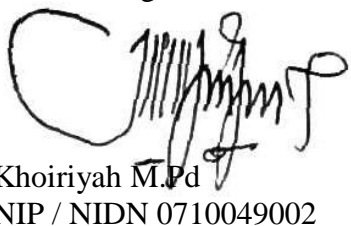

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ABSTRACT

RIZKI ARGANUGRAHA, The Effectiveness Of Using Video In Teaching Speaking For Eleventh Grade Students Of SMK N 1 Kediri In Academic Year 2017/2018, Skripsi, English Education Department, Faculty of Teaching and Education, University of Nusantara PGRI Kediri, 2018.

Key words: Speaking, video

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. There are some problems that appear faced in learning speaking such as: the students do not know how to explore their idea, vocabularies, structure, and difficult to arrange the sentence, pronunciation and not fluency to speak. One of the method that can be used by researcher is video to solve the problem. This research applied quantitative method especially pre-experimental design. The subject of this research was the eleventh grade students at SMK N 1 Kediri and samples used was a class consisting 23 students. The data analysis was done by statistical formula. The statistical data in the research result data showed that the mean score of pre-test was 68.91 and post-test was 76.95. From this result the researcher found that the t-test is -5.850 and the t-table with degree of freedom (df) 22 is 2.074 when the level of significance 0.05 (5%). So that, it can be concluded that t-test is lower than t-table ($-5.850 < 2.074$) and P value from t-table is 0.000 with level of significance 0.05 (5%). In conclusion, H_0 is rejected and H_a is accepted. Because t-test is lower than t-table and P value is lower than level of significance 0.05 (5%). It can be concluded that video was effective method to teach speaking because it developed the students' ability in speaking. So, it is suggested that the English teacher should apply video as teaching learning speaking explanation text.

KATA KUNCI : Speaking, Video

I. Introduction

Speaking is the interaction between these two modes of performance applies especially strongly to conversation. Speaking needs two performance persons namely speaker and listener to do conversation as the interaction. This communication can be called as speaking activity. Speaking can be called as oral communication.

The students' problem frequently found that their native language causes them difficult to use the foreign language. They are afraid if they are making a mistake in

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision. Therefore, the

II. METODE

This research using quantitative approach and types of this research is pre-

one of conversation and lack of confident within themselves. Other reason is because lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough. Beside the reason above, usually the students feel bored with the media in teaching learning, students need a media that can attract their attention and provide comfort in learning speaking to be able to speak English well, and they need to study the other sub-skills such as pronunciation, vocabulary, and grammar.

use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.

experimental research. This research conducted at SMK N 1 Kediri which the teacher is the main informant and also the students of drawing building 2 as the participant.

The teacher conducted applying video in teaching speaking.

To collect the data the researcher use two instrument pre-test and post-test. Elements are assessed namely pronunciation, gramatical structure, vocabulary and fluency. Those elements is calculated into rubric score. In the rubric score, writer can analyze and getting result of research.

In formulating the test instrument, the points to be considered are the relevance of the test instruments to the purpose of the study, and the relevance of the test instruments to the curriculum. The test is intended to measure students' speaking ability before and after the treatment.

The researcher also use questioners to know the effectiveness of video. The questioners give after the researcher finish the pre-test and post-test.

III. Research Finding and Discussion

The researcher wants to improve student speaking skill by using video in eleventh grade of SMK N 1 Kediri exactly in Drawing building 2. Same with other school, improving students' English skill and competence is one of priority. Students here, not pay attention to the teacher, so the class is not conducive to teaching learning activity. Then, students less motivation from the teacher, the knowledge about English not improve. The material to teach English just from the book only. But actually many media can student and teacher use for learning. The role of it can be used as practice of students and be more active in learning not only in the school. Finally this research explored how video can improve student speaking skill to be another innovation

that teacher and student are able to use. In this case, each student has to explain about natural disaster that teacher give to know their speaking skill. The standard score for English is 75.

The researcher divides the diagram into four different types of chart related with components of speaking which be analyzed. Blue chart describe pronunciation needs to be increased in this class. Red chart describe grammatical structure. From the diagram we know that many standard score. Grey chart describe vocabulary. It has many standard score. Yellow describe fluency. Fluency of this class also has to be increased.

In pre-teaching writer greeted the student and prayed to begin the class before start to learn. Then, researcher checked students' attendance list and giving brainstorming to

remembering the material about explanation natural disaster, asking question between teacher and students, to make classroom situation becoming enjoyable. The writer explained the material and activities that would be taught to the students.

In whilst teaching, the main activity in the meeting is conducted. It had several point to make the research becoming success. The first is researcher asked to students to make a group to discuss the description of natural disaster. It was used for remain them about the material which had be learn by them before. Here, researcher gave the addition to make student more understanding. Unforgettable, researcher gave question in several times of learning. Then researcher as a teacher shows video to the student about natural disaster to be identified by themselves. Then, teacher asked students

to write the difficult vocabulary. After that, teacher asked them to explain the natural disaster and write the difficult vocabulary in the whiteboard, and what grammatical structure that the text use in the video. Teacher gave repetition to the students to know their comprehension orally then teacher corrected their mistakes. Teacher focused to give feedback directly to minimize the mistake which happened in the pre-test. After those all had been done, teacher as researcher analyzed students' video to correct pronunciation, grammatical structure, vocabulary and fluency. Then researcher compare it with student's performance that had been done.

In post teaching, the researcher gave a chance student to ask question about the material of learning that had been done before closing the class. Then, the

researcher asked some student to give conclude the material of this meeting. Then, the researcher gave a confirmation and conclusion of the lesson had learn.

The second meeting teacher did the same way with the first meeting. But the second meeting focus on two component more were improve namely vocabulary and fluency. They had mastered the pronunciation, grammatical structure and vocabulary. The post-test Here had same standarization score with the pretest. The role was also same but teacher give another natural disaster to explain then teacher and student give direct feedback. In this case, their performance was recorded into a video again. It was needed to be a second data of research and compared with the first. Then, the writer got the conclusion. Before went to post-teaching, the writer

asked students to fill questionnaire to make him knew the students' feeling after learning English speaking skill using video as implemented. It was discussed and analyzed in this research also. Because, the success of the implementation here was not a guarantee that students was enjoy to apply it.

The post-teaching was not much different with the first meeting. In post-teaching, the writer gave a chance students to ask question about the material of learning that had been done before closing the class. Then, the writer asked some student to conclude the material of this meeting. Then, the writer gave a confirmation and conclusion of the lesson had learnt. Finally, the teacher apologized to students and closing the lesson with praying and greeting.

To realize the writer statement above, the instrument is explained as the result of post-test score. It is containing the influence of vide to students speaking skill. The treat where students responds the researcher utterances using natural disaster with good pronunciation, grammatical structure, vocabulary and becoming fluent.

The diagram shows that there are many increased score. It means that pronunciation is increased in this class. Red chart describes grammatical structure. From the diagram we know that many students' score are increased. Gerey chart describes vocabulary or diction. It also had been increased. Yellow chart describes fluency. Most of students got good score in this part. It means that they are more fluent and also be said more convident when speak.

the score of post-test is increasing very good from the pre-test. Although, there are some students who in decreasing score in posttest.

The mean of those score have been discussed before. Those are 68,91 which the mean of pre-test and 76,95 which the mean of post-test. Based on these mean we know that post-test is higher than the pre-test. So that, teaching speaking using video to student speaking skill in SMK N 1 Kediri has very good effect.

The maximum and minimum score of pre-test and post-test have differences significantly. The minimum score of pre-test as described is 45 and the minimum score of post-test as described is 50. It is increasing. Then, the maximum score of pre-test is 95 consists of two students and the maximum score of posttest is 95 consists of two students. It means that the tests are easily to be learnt by

them because the result of them are increasing at all.

The result of data analysis is calculated pre-test and post-test using SPSS 16. There are three tables output needed in this research. Those are paired sample statistic, paired sample correlation and paired sample test.

Based on the table, the researcher concludes the mean of pre-test is 68,91 with standard deviation 13.48033, and the mean of post-test is 78,04 with standard deviation 12.58960. N means the number of students who 23 students who becoming sample of this research. Then, the paired sample of statistic table is explained.

The table means that the correlation is 0.837 with the significant value 0.000. It is the result of correlation between student speaking skill in pre-test and student speaking skill in post-test.

Then, paired sample test table is described.

T-test is -5.850 and the t-table with degree of freedom (df) 22 is 2.074 when the level of significance 0.05 (5%). So that, it can be concluded that t-test is lower than t-table ($-5.850 < 2.074$) and P value from t-table is 0.000 with level of significance 0.05 (5%). In conclusion, H_0 is rejected and H_a is accepted. Because t-test is lower than t-table and P value is lower than level of significance 0.05 (5%). Based on the analysis which described above, the researcher gets the result of this research about video is affecting student speaking skill in eleventh grade student at SMK N 1 Kediri.

The questionnaire consists of 15 questions where students had to answer by their own selves. It is multiple choice with 3 choices of answer. When the student chose A (Yes), it

meant student agreed with the question. But, when the student chose B (Sometime), it meant that student in a half of agree and disagree. Then when they chose C (No), it meant that student totally disagreed with the question. Automatically, they dislike the contents of the question. As a conclusion of the questionnaire, the researcher got many positive feedback from students. In this research, students also got good behavior during the research. The student that lazy and did not like with speaking, they were more focus with teaching using video and more interest with speaking. And the students who were initially inactive and silent became active to ask question.

IV. Conclusion

During the research, the researcher got many improvements in students'

speaking ability. Those are good pronunciation, correct grammatical structure, diction and becoming more fluent. But the significant improvements is in vocabulary aspects of speaking, because when the teacher showed the video, students' have to write the difficult vocabulary that they did not know. After that the students have to write the vocab in the white board and translate together and with repeatation to know the pronunciation also.

Base on explanation above video can help the students to improve speaking ability with significant because the t-test is -5.850 and the t-table with degree of freedom (df) 22 is 2.074 when the level of significance 0.05 (5%). So that, it can be concluded that t-test is lower than t-table ($-5.850 < 2.074$) and P value from t-table is 0.000 with level of significance 0.05 (5%). In conclusion, H_0 is rejected and H_a is accepted. Because t-test

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