

**ARTIKEL**

**THE IMPACT OF USING VIDEO TO SPEAKING SKILL  
FOR 11TH GRADE OF SMK PGRI 2 KEDIRI  
IN THE ACADEMIC YEAR 2018/2019**



**Oleh:**

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## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2018

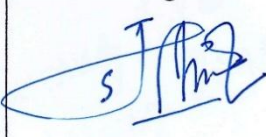
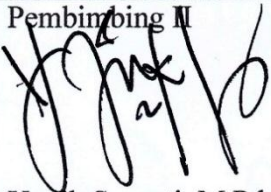

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Mengetahui		Kediri, February 5 <sup>th</sup> , 2019
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**ABSTRAK**

Speaking is one of important skill in English, but vocational high school students are only interested in learning their major course. By looking at that point, students need to improve their speaking skill, using video as a media in teaching can solve the problem. Hence, the objective of this research is to find out the impact of using video as a media in speaking skill at eleventh grade of SMK PGRI 2 Kediri in the Academic Year 2018/2019. The approach of this research is quantitative while its technique is experiment with pre-test post-test design. The population was eleventh grade students of SMK PGRI 2 Kediri while the research sample was OTP 2 class with 25% from total sample in that class. The researcher carried out pre-test, twice treatments, and post-test to find out the impact of using video to students' speaking skill. He analyzed the data of the research using Paired-Sample T-test. The result of data analysis shows that the students' mean score is increased 30,5556. It is from 44,4444 in the pre-test becomes 75,0000 in the post-test. Moreover, the result of data analysis also shows that t value is -11.346 while t-table in the degree of significant 5% (0.05) is 2.262. It means that t-value is higher than t-table ( $11.346 > 2.262$ ). Its significant value is 0.000. It indicates that the significant value ( $0.000 < 0.05$ ). In other words, Null Hypothesis ( $H_0$ ) was rejected while Alternative Hypothesis ( $H_a$ ) was accepted. Thus, it can be concluded that there are significant Impact of Using Video to Speaking Skill for 11<sup>th</sup> grade of SMK PGRI 2 Kediri.

**KATA KUNCI:** Speaking, speaking skill, video.

## I. BACKGROUND

In vocational high school, students are expected to be able to speak and communicate properly to make their job easier by mastering speaking skill. Harmer (2007) 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'. It means that to speak properly, student need to practice their speaking more in their daily activity.

Some experts propose definitions of speaking. Linse (2005: 47) states that speaking is equally important in young learners' language development. Moreover, Cameroon (2001: 40) states that speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production.

Speaking is one of important skill in English that being taught in Vocational High Scholl. Besides that, teaching speaking in vocational high school is not an easy task. Beside Vocational students are

only interested to their major course, English is a foreign language in Indonesia that makes the student seldom to communicate. By looking at that point, student need to improve their speaking skill like grammar, vocabulary, pronunciation, and comprehension in order to speak properly.

In learning speaking, students are expected to have some motivation. If students have not motivated in class, they will not pay attention on the material and the learning process will not effective. Moreover, practicing speaking regularly is needed to improve students speaking ability and it needs some high motivation from the student. To make it happen, teacher has a big role to stimuli the student to gain their attention. Teacher must be more creative and using some different way in teaching speaking in order to improve the student's oral communication.

Through pre-observation at SMK PGRI 2 Kediri, one of the teacher said that students find difficulty in speaking class. The teacher used conventional method in teaching which make the teacher more active than the students. He explained what the material about to the students, after that he appointed one of students in the class to come forward and explained what the

students got from the teacher's explanation. Students only got the theory, in fact they need more practice to make their speaking better. The student from SMK PGRI 2 Kediri said that the method was often used by the teacher that makes them worried and uninterested. However, today's world requires that the goal of teaching speaking should improve students' communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Susanti,2007: 7).

From those problem, Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. In order to stimuli the student, there is some benefit of using video in teaching speaking. First, video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, video also improves students' cultural understanding of English. Cakir (2006) says

that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In designing activities with audio-visual materials, teacher should integrate strategy instruction into interactive activities.

By looking on the background above, the researcher decides to take a research investigating "The Impact of Using Video to Speaking Skill for 11th grade of SMK PGRI 2 Kediri in the Academic Year 2018/2019". The purpose is to correct the quality of studying English and their self-confidence, especially in speaking skill, and focus on implementing Video as a media in teaching speaking to know it's impact on students speaking ability.

## II. METHOD

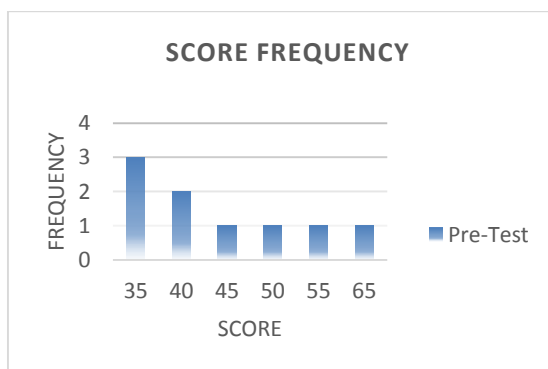
In this research, the researcher used quantitative. The data of the quantitative research is scoring by number and analyzed by statistic. In this research, the researcher decided to uses quantitative research design because the researcher wanted to know the result by the number to seek and measure the impact of using video to speaking skill for elventh grade of SMK PGRI 2 Kediri. The technique used in this research is experimental research. The researcher



decided to use pre-experimental research which apply one-group pretest-posttest. The researcher took population in SMK PGRI 2 Kediri which was located on Jl. KH. Abdul Karim No. 05, Bandar Lor, Mojoroto, Kediri, Jawa Timur 64117. The researcher choosed one of skill programs which is Otomatisasi Tata Perkantoran. The researcher used XI OTP 2, which has 35 students consist 33 females and 2 males. Researcher use quota sampling around 25% of total samples.

### III. FINDING AND DISCUSION

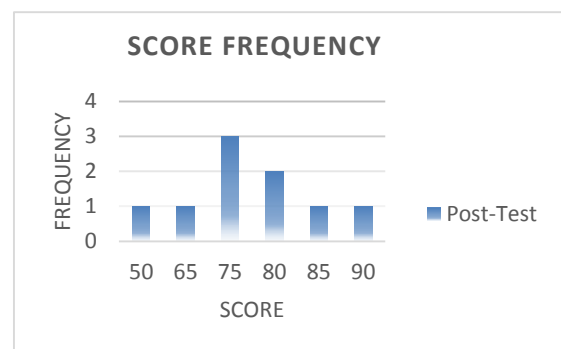
The first finding, students have to get score minimal 75 in order to pass the test. However, the result of pre-test show 3 students got score 35, 2 students got score 40, 1 student got score 45, 1 student got score 50, 1 student got score 55, and 1 student got score 65.



It can be seen that all of the students get score under 75. It means that no one pass the test. In other words, the students'

speaking ability before being taught using Video is very low.

In the second findings, 1 student got score 50, 1 student got score 65, 3 students got score 75, 2 students got score 80, 1 student got score 85, and 1 student got score 90.



The sample of 7 students passed that test. Although 2 students still got score under the standard score (75), however all of the students' score on post-test were increased.

Thus, it concludes that the students have better speaking ability after being taught using by using Video.

### IV. CONCLUSION

This study, researcher found that using video as a media in teaching speaking has an impact to students' speaking skill. First, the score of students' speaking after using video is higher than the score before using video as a media. Also the result of t-test is higher than t-table. It means there was significant impact on using video to eleventh grade students' speaking skill in



SMK PGRI 2 Kediri in academic year 2018/2019.

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