

ARTIKEL

**THE IMPACT OF VIDEO STORY ON THE STUDENTS' SPEAKING
ABILITY OF TENTH GRADE AT SMAN 1 NGADILUWIH KEDIRI**



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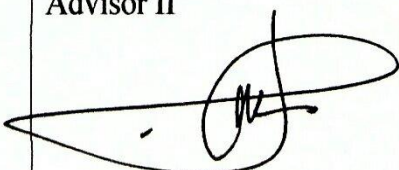

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THE IMPACT OF VIDEO STORY ON THE STUDENTS' SPEAKING ABILITY AT SMAN 1 NGADILUWIH KEDIRI

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Abstract

Speaking ability is an interactive process of constructing meaning that involves producing and receiving and processing information. There are some problems of the students' sometimes cannot communicate well in English language and they get difficulties in speaking test. The problem comes from the element of speaking, accuracy, fluency, coherency, pronoun, and spelling. The purposes of this research are to know the students' speaking ability before and after being taught video story and to know the whether or not there is significant effect of teaching speaking using video story to the speaking ability at SMAN 1 Ngadiluwih Kediri. The research approach used quantitative research and the research method was pre experimental design, namely the one-group pre-test and post-test design. In this research, the researcher decided to choose IPA 1 tenth grades which consist of 35 students. The researcher use speaking orally as the instrument to collect the data. It was analyzed them by using SPSS vs. 23,0 especially using paired sample t-test. The result of this research showed that teaching speaking ability on students by using video story gives significant effect on students' speaking ability. It can be seen from the statistical computation of using t-test. There is a significant difference between the pre-test and post-test score. Both of t-test result by using SPSS and manual formula are the same. The result shows that the post-test score got higher than t-table ($30.640 > 2.040$) and P value lower than 0,05 ($0,000 < 0,05$) it showed H_0 was rejected and H_a was accepted. This research was significant effect between video and students' speaking ability. The use of video in classroom could be guiding the students' activities in an interesting way. Videos also make a particularly powerful contribution to both the content and the process of teaching and learning English.

Key Words: Speaking Ability, Video Story, Narrative Text.

I. INTRODUCTION

Speaking is one of the effective skills in Learning English. According to Harmer (2007:17) "speaking happens when the peoples are engaging in talking each other, we can be fairly sure that they are doing so for good reason." It is clear that speaking occurs when two people are talking each other and there is feedback from what they are talking about. It can be stated that

speaking is the process of delivering message and information to another people in oral way. In the speaking stages communicator need to deliver the information in understandable and accurate meaning. So the communication or the people who receive the information can catch it clearly and not make different perception with the communicator.

Besides that, the students' get the problem comes from the elements of speaking. Accuracy, fluency, coherency, pronounce, spelling. The other problem the students' problems get when the teaching and learning process becomes bored. In the researcher observation, teacher in SMAN 1 Ngadiluwih just give the explanation in teaching and learning process. Teachers need to establish different technique that makes students interest in learning English especially to develop their speaking ability.

From the problem above as a teacher, they should use interesting media in order to make students interest and easily to catch the material. Teaching by using video can make the students of senior high school more interesting in material given by the teacher and the students will be more fun. According to Deakin (2014:5) audio and video material can be used to enhance learning resources by showing realistic scenario, explaining, concepts, observing social group, and acting. By using media as teaching media, teacher may allow students to practice speaking a narrative text based on story in the video.

Video is audio visual media because students can watch picture and hear sound. According to Ashaver and Lgyuve (2013:44) audio visual may present information through the sense of hearing as in audio resource, sight as in visual

resource or through a combination of sense. So, can conclude that teaching media using video for students will be given students much information and they more enthusiast.

Based on the background above, the researcher interest in applied the impact of video story on the students' speaking ability at SMAN 1 Ngadiluwih Kediri.

II. METHOD

In this research, the research used quantitative research. The data of the quantitative research is scoring by number and analyzed by statistic. In this research, the researcher decided to use quantitative research design because the researcher wanted to know the impact of video story on the students' speaking ability at SMAN 1 Ngadiluwih Kediri. The technique used in his research is experimental research. The researcher decided to use pre-experimental research which apply one-group pre-test post-test.

This research conducted at SMAN 1 Ngadiluwih. It is located in Puskesmas Brangahan Street, Kediri. The population was total of Tenth grade students' at SMAN 1 Ngadiluwih that consist of 2 major. IPA consists of 107 students' and IPS consists of 138 students. The population was total of tenth grade students at SMAN 1 Ngadiluwih that consist of 245 students as the population of

the research. While the sample the researcher decided IPA 1 tenth grades which consist of 31 students. In analyze all of data which collected from the pre-test and post-test score the researcher analyzed by using SPSS version 23.0.

III. RESEARCH FINDING AND DISCUSSION

The first finding, students' speaking ability before and after being though using video. Based on the experiment, the design is one group pre-test and post-test. Therefore, the researcher analyze the students' speaking ability from the pre-test and post-test using T-test to find out the effect of video on students' speaking ability. .

1. The Description of Students' Speaking Ability before Being Taught Using Video

The researcher give the pre-test before gave the treatment. The material use narrative text about fable "grasshopper and ant" consists of one question. In this activity the researcher gives the students' text then students' had to retell narrative text about fable it.

It is used to know how well the students' speaking ability before the researcher gave them treatment by using video. The students' minimum score of English subject in SMAN 1 Ngadiluwih was 75. The students' who got score less than 75 did not past the pre-test; it means the students law in the field element of speaking.

2. Description of Students' Speaking Ability after being taught Using Video.

To know the students' speaking ability after using video story, the researcher conducted the post-test. The score of post-test was used to analyze the students' ability after being taught by using video. The form of post-test was similar to the pre-test form, the students' were asked to speak clearly about narrative text from the title "Rapunzel".

From the total score of pre-test and post-test showed that post-test score better than pre-test score. It can be concluded when students' being taught using video

could help them understand the material easily and make their speaking better.

The researcher calculated on t-test to know the result of this research. The table pre-test and post-test was difference. The total pre-test was 1290 and the total of post-test was 2955. It explains that pre-test and post-test score was increased. The students' more easily in understanding the material after got the treatment. It was proved by the better result of post-test. The researcher calculates and put the data table below:

Table 1: Descriptive Statistic Pre-Score and Post-Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	35	25	55	37	7.183
Posttest	35	75	100	84	6.390
Valid (list wise)					

Second finding. Showed the result of students' speaking ability increased after being taught using video. This result also supported by previous research from **Betrik Ayu Arbaiah | 14.1.01.08.0039**
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university of Nusantara PGRI Kediri conducted by Octavia (2015) who did the study entitled *"The Effectiveness of Teaching Speaking Using Video Narrative to Eight Grade Students at SMPN 5 Tuungagung in Academic Year 2014/2015"*. She found that video is effectiveness to improve students speaking skill and to investigate the most improved aspect of speaking by video. According to the researcher research finding and the data supported above, it can be conclude that students speaking ability before being taught using video was low. The use of video in a classroom could be guided the students' speaking ability activities in an interesting way. Video also make a particularly powerful contribution to both The content and the process of teaching learning, especially contribute to interest and motivation. It can help the students to know the topic and the picture will motivate the students speaking to the story, using video make the students' easier to understand the story, the students can read

the task with the clearly pronunciation. After being taught video the students' was increased and also there was significant effect of video on students' speaking ability.

IV. CONCLUSION

Based on the research, Video is one of the better media for teacher. Video can help a teacher more effective to teach their students' such as delivering the materials. By using video, teacher will be more creative to teach students. The lesson will not be boring like when a teacher just using book.

Beside that video also make the students' motivated in learning. Using video as the media will help students easier to understand the material. By arising students' interest in comprehending the text through video, students' can explore their knowledge and achieve their goal to comprehend English text in the target language material.

From the data that has been analyzed by the researcher. The researcher gives

suggestion for the teacher. The English teacher should use some kinds of media to teach their material in order that their students are more active and accept the material well. Besides that, the teacher should have some interesting materials in order not to make the students bored. By using video, a teacher will have interesting material and easy to delivered. So, the teacher should use video to attract the students in teaching learning process.

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