The Use of Video in Teaching Speaking
Sufrisa*, Arifin Syamaun¹, and Diana Fauzia Sari¹

¹Universitas Syiah Kuala, Banda Aceh

*Corresponding author: sufrisays@gmail.com

Abstract

The research problem of this study that does the use of video in teaching speaking improve students’ speaking skill at the VIII⁴ Graders of SMPN 1 Peukan Bada Aceh Besar. The objective study is to find out the use of video in teaching speaking improve students’ speaking skill at the VIII⁴ Graders of SMPN 1 Peukan Bada Aceh Besar. It is focused on the use of video to improve students’ speaking ability, especially on vocabulary at the VIII⁴ Graders of SMPN 1 Peukan Bada. The method used was descriptive quantitative research. The population was the second year students of SMPN 1 Peukan Bada Aceh Besar. The sample was 19 students of class VIII⁴ by using purposive sampling. The data was pre-test and post-test. Based on the calculation of the data, it can be seen that there was significant difference between the result of pre test and post test. The mean of pre-test result was 67 and the post-test result was 76.47. In this case, the result of test indicated that the achievement of students in post test is higher than that of pre test. It means video can improve students’ speaking ability, especially at the VIII⁴ Graders of SMPN 1 Peukan Bada Aceh Besar.

Key Words: Speaking, Teaching, Video

1. INTRODUCTION

Nowadays, the English language is very important to human lives. This language is used in sciences, knowledge and technology as well as in education, business, transaction, and other activities in the world. One of English language skills is speaking skill. To develop this skill, students are suggested to communicate with each other in English, and speaking must be taught to the learners since they are children. It is the teachers’ responsibility to provide a stimulating environment and instruction that develops students’ ability to communicate effectively. Actually, the speaking as one of the skills needs many exercises and practices. Without exercises and practices, the students will not be able to speak. Murcia (2008, p. 12) even considers that the teachers need to know dozens of strategies and exercises to ensure that each student is getting enough practice in speaking in order to develop fluency and confidence.

In reality, students are still confused in speaking English or in answering teacher’s oral questions. Goh and Burns (2012, p. 2) claimed that many students are
too anxious to speak in the classroom because they are embarrassed and lack of confidence, because they are incapable and straitened to speak English well. In addition, the students reported that their lack of confidence with English hindered their ability to speak in front of the class (Marginson and Sawir, 2011, p. 126).

Furthermore, English teacher should be aware what the student needs in improving their speaking ability. One of the initiatives from the teacher is trying to use various methods and techniques that make students more communicatively in speaking English. One of speaking techniques that can be used by the teacher in teaching English speaking is through video.

Based on observation and the preliminary study conducted by the researcher in SMPN 1 Peukan Bada Aceh Besar, especially at the VIII Graders, there were problems at speaking English. The students rarely had opportunity to speak English to communicate with others and to share their ideas in the class. Speaking English was difficult for them, but the teacher did not give much attention to it. They had boring activities in the English class. Another problem that appears in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn pronunciation and vocabulary. Instead, the teacher was the only source. They also lacked of self-confidence and motivation. They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking.

In line with this problems, the researcher inspired to conduct the research by using video in improving students’ skill in speaking. It is intended to solve students problem in speaking English by using video to make students confidence in speaking English with good pronunciation, fluency and coherence when they do conversation.

2. LITERATURE REVIEW
2.1 The Definition of Speaking

Speaking is the action of conveying information or expressing one’s thoughts and feeling and spoken language. Speaking used to indicate the degree of accuracy intended in statement or the point of view. Speaking is an important skill in expressing the speaker’s ideas to others. Generally, there are some definitions of speaking by experts. According to Sinclair (2007, p. 121), speaking is defined as the way that someone is describing something.

Scott (2003, p. 70) said that speaking is the oral communication as an activity involving two or more people in whom the participants are both hearer and speaker having to react to what they hear. Based on the above definition, speaking is the way that someone or people describing something with oral communication as an activity. Hybel and Richard (2001, p. 34) explained that speaking is one process in which people share information, ideas, and feelings. That process involves not only the spoken and written word but also body language, personal mannerisms, and style, the surroundings-anything that adds meaning to message.

Speaking means any spoken encounter or interaction speaking refers to a time when two people have the right talk or listen without having to follow or fixed schedule, such as agenda in speaking as “chat” and the focus of the book is on the type of spoken interaction, rather than or move formal, planed occasions for speaking such as meeting (Jhonny, 2001, p. 12).
2.2 Aspects of Writing

Harmer (2008, p. 269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

2.2.1 Language Features

The elements necessary for spoken production, are the following:

a. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that it should involve students in activities designed specifically to improve their connected speech.

b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to - face interaction). The use of these devices contributes to the ability to convey meanings.

c. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d. Negotiation language: effective speaking benefits from the negotiator language that use to seek clarification and show the structure of what are saying. Someone often need to ask for clarification when he/she are listening to someone else talks and it is very crucial for students.

2.2.2 Mental/social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

a. Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c. Information processing (on the spot): quite apart from our response to other's feelings, it also needs to be able to process the information they tell the moment get it.

3. METHODS

In this research, the researcher tries to conduct descriptive quantitative research. Hohmann (2005, p. 2) defined that quantitative research is based on traditional scientific methods, which generates numerical data and usually seeks to establish causal relationships between two or more variables, using statistical methods to test the strength and significance of the relationships. Therefore, in this case, the researcher will describe the use of video to improve students' speaking ability at the VIII4 Graders of SMPN 1 Peukan Bada. The population of this study is the second year students of the SMPN 1 Peukan Bada Aceh Besar. The second year has two classes and each class has 25 students. In this study, the researcher only choose one class of the second year students as the sample of this study is that class VIII4.

To accumulate and obtain complete reliable data, the researcher used test as the instrument considered suitable for the research. Test was used to find the data
and the information about the use of video to improve students’ speaking ability at the VIII Graders of SMPN 1 Peukan Bada. The kind of test is based on English syllabus. According to Harris (2006, p. 66) the scoring system of speaking mastery into five categories level scores, as follows: pronunciation, vocabulary, grammar, comprehension and fluency. In this case, the researcher just used one category level score, that is vocabulary.

4. RESULT AND DISCUSSION

4.1 Results

During the experiment, the researcher tried to find out whether the use of video in teaching speaking improve students’ speaking skill at the VIII Graders of SMPN 1 Peukan Bada Aceh Besar. During the teaching process, the researcher gave two kinds of tests to the students in order to see their ability in speaking by using video. The tests were pre-test and post-test. The purpose of the pre-test was to measure the students’ ability in speaking by using video before giving the treatment. On the other hand, the researcher gave the post test to know their improvement after their treatment. This test was given to the students in order to know the applying speaking by using video that used by her. From the pre-test and post-test, the researcher got the following scores:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Scores of Pre-test</th>
<th>Scores of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>

Furthermore, the result of the tests can be classified into 5 (five) categories: perfect, excellent, good, enough and unsatisfactory. According to Gronlund (2013: 34) there are some points in describing the students score:

\[
\begin{align*}
90 – 100 & = \text{Perfect} \\
80 – 89 & = \text{Excellent}
\end{align*}
\]
70 – 79 = Good  
60 – 69 = Enough  
Below 60 = Unsatisfactory

Based on the result of pre-test, eight students got score 70 – 79, it means they were good, nine students got score 60 – 69, it means she/he was enough and two students below 60, it means they were unsatisfactory. From the result of post-test, it can be seen that seven students got 80 – 89, it means they were excellent, ten students got 70 – 79, it means they were good and twelve student got 60 – 69, it means she/he was enough.

Moreover, the researcher tried to find out the mean score of the pretest and the posttest. The mean of pre-test result was 67 and the post-test result was 76,47. In this case, the result of test indicated that the achievement of students in post test is higher than that of pre test. It means the use of video in teaching speaking improve students’ speaking skill, especially at the VIII 4 Graders of SMPN 1 Peukan Bada Aceh Besar. From the explanation above, it could be considered that most students of VIII 4 Graders of SMPN 1 Peukan Bada Aceh Besar have satisfied ability in speaking by using video, especially by YouTube video.

After testing the hypothesis, the researcher found that that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It can be said that there was significant difference between the result of pre test and post test. The mean of pre-test result was 67 and the post-test result was 76,47. In this case, the result of test indicated that the achievement of students in post test is higher than that of pre test. From the explanation above, it could be considered that most students of VIII 4 class at SMPN 1 Peukan Bada Aceh Besar have satisfied ability in speaking by using video.

4.2 Discussion

Speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in speaking skill it is necessary to have clear understanding involved in speech. Speaking plays an important role, because people run whole activities of life with communication. By communication people enable to create relationship, to inform, to share and to find information. In another word, people can do whatever they need through communication. In this case, speaking is the most important in expressing the students’ ideas so that they are able to communicate with others.

The purpose of this research was to find out the use of video in teaching speaking improve students’ speaking skill, especially at the VIII 4 Graders of SMPN 1 Peukan Bada Aceh Besar. The researcher inspired to conduct the research by using video in improving students skill in speaking, because it is influence to make students confidence in speaking. Moreover, the researcher wanted to solve students problem in speaking English by using video to make students confidence in speaking English with good pronunciation, vocabulary, grammar, comprehension, and fluency when they did conversation. But in this case, the researcher just only focused on vocabulary in speaking English.

Based the calculation of the data, there was significant difference between the result of pre test and post test. The mean of pre-test result was 67 and the post-test result was 76,47. From the computation of the data, it is known that $t_{table} = 1,75$ and $t_{value} = 76,47$, so $t_{table} < t_{value} = 1,75 < 76,47$. In this case, it can be conclude that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. In this
case, the result of test indicated that the achievement of students in post test is higher than that of pre test. It means the use of video in teaching speaking improve students’ speaking skill, especially at the VIII\textsuperscript{4} Graders of SMPN 1 Peukan Bada Aceh Besar. From the explanation above, it could be considered that most students of VIII\textsuperscript{4} Graders of SMPN 1 Peukan Bada Aceh Besar have satisfied ability in speaking by using video.

5. CONCLUSION AND SUGGESTIONS

Based on the description of data which has been discussed and analyzed in the previous chapters, any conclusion can be drawn as follow; video can improve students’ speaking ability. Based on the calculation of the data, it can be seen that there was significant difference between the result of pre test and post test. The mean of pre-test result was 67 and the post-test result was 76.47. In this case, the result of test indicated that the achievement of students in post test is higher than that of pre test. It means video can improve students’ speaking ability, especially at the VIII\textsuperscript{4} Graders of SMPN 1 Peukan Bada Aceh Besar.

Finally, the writer would like to give some important suggestions that can help the students to build up students’ speaking ability. First, in research of teaching English, the teachers of English are suggested to use good methods or techniques, especially in teaching speaking. Because the methods or techniques used by the teacher will influence the result of teaching and learning process. The teacher should apply the suitable methods or techniques by using media, such as using video for each student’s level to make the students understand and they can speak English well.

Second, in teaching learning process, teachers should do the following test, such as pre-test and post-test or present the evaluation as clearly as possible, to give the students variation of exercises, and try to motivate them to use English in their daily communication, such as applying video in improving students’ speaking to the second year students of SMPN 1 Peukan Bada Aceh Besar.

Third, if the teachers find some problems encountered by students, teachers can do some ways to solve the problems, such as consulting the problems with their parents of the students, or asking the students about the problems they encounter. Teachers should make some change in his method or techniques he or she used, if the students are inattentive in learning.

6. REFERENCES

The Use of Video in Teaching Speaking by Sufrisa, Arifin Syamaun, and Diana Fauzia Sari