

THE IMPLEMENTATION OF VIDEO LEARNING TO IMPROVE SPEAKING ABILITY

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Abstract

The objective of this research was to prove whether or not the implementation of video learning can improve the students' speaking ability. This research was carried out on January 21th 2014 up to February 22nd 2014 at SMP Negeri Satu Atap Lik Layana Indah. This research applied a pre-experimental research design. The research population was 33 grade seven students of SMP Negeri Satu Atap Lik Layana Indah. The sample of this research was selected by using total sampling technique. The instrument of data collection was test which was distributed to the students twice as pre-test and post-test. The researcher used a statistical analysis to analyze the data. The data were analyzed statistically in order to measure the difference in the achievement of the students in pre-test and post-test. The results of pre-test was 57.15 and post-test was 69.60. (The t-test value 5.117). Consulting to the t-table value by applying the degree freedom (df) 32, and 0.05 level of significance, the researcher found that the value of t-table was 1.697, the result of the data analysis showed that the hypothesis was accepted by regarding to the analysis that t-test value was higher than the t-table value. It means that the implementation of video learning is effective to improve the students' speaking ability at SMP Negeri Satu Atap Lik Layana Indah Palu.

Keywords: Implementation. Video Learning, and Speaking ability.

INTRODUCTION

Language is one of important communication tools in human life. A language is considered as a system of communicating with other people using sounds, symbols and words in expressing meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. Without language, people cannot make conversation and understand with each other.

English is one of the international languages that is important to be mastered in globalization era. It is widely known that there are four skills that one has to master in order to communicate in English. Those skills are reading, writing, listening and speaking.

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The demands to comprehend good English skills have been triggered by the needs of companies. To meet those demands, the government puts English as one of the main local contents in the curriculum for high school.

Teachers keep on teaching speaking just as drilling repetition or just recalling of dialogue. Unluckily, the context of “when” and “where” are sometimes neglected Kayi (2006:1). Thus, the students might have a good pronunciation and numerous vocabularies but only few of them who are able to use it appropriately. It is widely known that speaking is a productive skill that needs input before it is produced. Lack of knowledge about the context, however, can lead the students to misuse the input they received earlier.

Based on the interview that was done by the researcher with the English teacher of SMP Negeri Satu Atap Lik Layana Indah Palu, the teaching learning process cannot run well because of some problems. One of them was that the students still had insufficient vocabulary. When speaking English, some of the students felt unfree to express what they want to say. When trying to write something in English, they also still uneasily expressed what they want to write.

The teacher has done many efforts to solve those problems but, most of them have not been effective. The teacher sometimes tells the students to learn words which are not contextual. The teacher finds it difficult to teach vocabulary. This is caused by the method applied by the teacher still seems traditional. She often instructs the students to memorize words without looking at the context. It makes the students get difficulty to remember the words longer and the students get problem to use speak the target language.

Nunan and Carter (2001:21) argue, one of the measurements in successful English speaking ability is to carry out conversation in English language itself. So that, the main objective to teach speaking is to increase the students’ ability to speak in the target language. Because of that reason, this study emphasizes on teaching technique to improve young learners’ speaking skill. Therefore, teaching media, in this case video learning are selected base on same criteria such as language factor, video content, and video production.

Young learners need to enjoy the initial English language learning. Speaking can be taught in several techniques, such as discussions, role plays, simulations, information gaps, storytelling, narrating and describing pictures, and also watching videos. With those techniques, students will have numerous exposures in the target language.

As stated above, watching video is one of the techniques to teach speaking. It can instantly teach young learners to speak if the video are rich with vocabularies, language chunks and contextual usage. Hence, watching video is expected to enhance students’ speaking ability. It is supported by several parents’ experience that have children who are

able to speak English very well from watching English video of movies. It happens in a subconscious way where the children watch the movies or videos as they want every day without time limitation as in classroom.

Whether the similar phenomenon would happen in classroom context or not is going to be investigated in this study. The different factor between classroom and home context was separated by the time limitation and the availability of the video sources. Students who acquired the second language at home can watch the video anytime they want, while in the classroom; they only can enjoy the video for less than an hour, for two days a week.

Based on the problems above, this study is proposed with an intention to investigate “*The Implementation of Video Learning to improve Grade Seven Students Speaking Ability at SMP Negeri Satu Atap Lik Layana Indah Palu*”. It is proved that the implementation of video learning can improve the grade seven students’ speaking ability at SMP Negeri Satu Atap Lik Layana Indah Palu.

METHODOLOGY

In conducting this research, the researcher used Experimental research. Specifically, this research used pre-experimental research. Based on the real situation at SMPN Satu Atap Lik Layana Indah, there was no parallel class in the seventh grade, the researcher employed pre-test and post-test design as proposed by Arikunto (2006:85) the design was:

Pre-test	Treatment	Post-test
01	X	02

Where:

- 01** : pre-test
- X** : treatment
- 02** : post-test

The population of this research was the first year students of SMP Negeri Satu Atap Lik Layana Indah consisting of 33 students. The population became the total sampling of this research. Based on the title, there were two variables of this research. Arikunto (2006:97) defines, “All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable. It is possible to have more than one dependent variable in experiments”. Referring to Arikunto’s statement, the dependent variable was speaking ability and the independent variable was the video learning.

In this research, the researcher scored three components, such as fluency, accuracy, and comprehensibility. The each maximum scores was used different: fluency was 30, accuracy

was 35, and comprehensibility was 35. This counting was taken from the scoring system of the test by Depdikbud (see table 3.1).

Table 1
The scoring system of the test

No	Achievement of Fluency (30) Accuracy (35) and Comprehensibility (35)	Total Score	Category
1	90-100	96-100	Excellent
2	72-89	86-95	Very Good
3	54-71	76-85	Good
4	36-53	66-75	Fair Good
5	18-35	56-65	Fair
6	6-17	36-55	Poor

(Depdikbud 1996)

Then, the researcher applied the rating scoring of fluency, accuracy and comprehensibility for speaking skill to analyze the level of students' ability in speaking as follows:

Table 2**The rating score of fluency, accuracy and comprehensibility**

Rating	Fluency	Accuracy	Comprehensibility
6 (35)	Speaks without to feat an effort with wide range of expression. Search for word occasionally but only one or two unnatural pauses.	Pronunciation is only very slightly in, influenced by the mother-tongue. Two or three minor grammatical and lexical error	Easy for the listener to understand the speaker's intention and general meaning. Very view interruption or clarification.
5.(30)	Has to make an effort with at times to search for words. Nevertheless, smooth delivery and only view unnatural pauses.	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4 (24)	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery. Mostly, occasionally fragmentary but success in conveying the general meaning. Fair range of expression.	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors cousing confusion.	Most of what the speaker's says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey or to seek clarification.
3 (18)	Has to make an effort for much of times. Has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression.	Pronunciation is influenced by the mother tongue but only a few serious phonologycal errors. Several grammatical lexical errors, some of which cause confusion.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2 (12)	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Pronunciation seriously influenced by the mother tongue with errors cousing a breakdown in communication many 'basic' grammatical and lexical errors.	Only small bits (usually short sentence and phrases) can be understood and then with the considerable effort by someone who is used to listening the speaker.
1 (16)	Full of long and unnatural pause. Very halting and fragmentary delivery. At times give up making effort. Very limited range of expression.	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of a language skill an areas practiced in the course.	Hardly anything of what is said can be understood. Even when the listener make a great effort of interrupts, the speaker is unable to clarify anything he seems to have said.

According to Heaton that there were 3 scoring systems. The researcher measured all of components, fluency, accuracy, and comprehensibility for junior high school students. Since the scoring system applied in SMP Negeri Lik. Satu Atap Layana Indah Palu started from 10-100, the researcher tried to convert an adjust the Heaton's scoring system to meet the school scoring system. It was presented as follows;

1. Rating 6 = 95-100
2. Rating 5 = 90-94
3. Rating 4 = 80-89
4. Rating 3 = 70-79
5. Rating 2 = 40-69
6. Rating 1 = 10-39

(Adapted from SMP Negeri Lik. Satu Atap Layana Indah Palu, 2013)

After giving the pre-test, the researcher gave the treatment by using video learning as a medium to the grade seven students class for eight meetings. The meeting was held based on school schedule and each meeting took 80 minutes or 2x40 minutes. After conducting the experimental teaching (treatment), the next step that should be done by the researcher was giving the post-test. The aim of doing post-test was to prove that the treatment was effective or not by comparing the result of pre-test and post-test. The test has the same form as the test in pre-test which means the instruction was alike, but the question was different. To analyze the result of both pre-test and post-test, the researcher used statistical analysis in order to get the final result. As stated above, the researcher analyzed the data by using statistical analysis. It was used to know the result of pre-test and post-test. Then, the researcher calculated the individual score by using formula which was recommended by Arikunto (2006:308):

$$\sum = \frac{X}{N} \times 100$$

Where:

- \sum = standard score
- X = total score
- N = maximum score
- 100 = constant score

After obtaining their standard score, the researcher counted the mean score of the class. To get the mean score, the researcher added all scores and divided the sum by the number of scores. To compute this, the researcher used the formula proposed by Arikunto (2006:306) as follows:

$$M = \frac{\sum X}{n}$$

Where:

- M = average score
 $\sum x$ = the sum of the scores
 N = number of students

Finally, the researcher computed the result of the mean score and square deviation to know if there was a significant difference in the results of pre-test and post-test using the formula proposed by Hadi (1995:455) as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where:

- t = the value of t-count
 Md = the mean deviation of pretest-posttest difference (posttest-pretest)
 $\sum d^2$ = the sum of square deviation
 N = number of the subject
 I = constant number

FINDINGS

Having noted the pre-test score, the researcher counted the mean score of the students by applying formula which was proposed previously. The mean computation was as follows:

$$M_{pre} = \frac{\sum x}{N}$$

$$M = \frac{1886}{33}$$

$$M = 57.15$$

The representation of test result can be seen in the following table:

Table 3
The result of students' pre-test

No	Initial Name	Score Components			Gained Score (100)	Standard Score $\Sigma = \frac{x}{n} \times 100$
		Fluency (30)	Accuracy (35)	Comprehensibility (35)		
1	ADP	17	20	20	57	57
2	AS	19	20	21	60	60
3	ACL	20	22	20	62	62
4	B	21	10	22	53	53
5	DS	18	12	21	51	51
6	DP	20	18	23	61	61
7	DF	19	10	21	50	50
8	FE	18	16	22	56	56
9	FI	18	11	24	53	53
10	H	23	20	23	66	66
11	IL	18	19	24	61	61
12	KR	19	17	24	60	60
13	MAS	18	12	20	50	50
14	MF	20	10	22	52	52
15	MNS	19	15	20	54	54
16	MR	20	12	20	52	52
17	NA	19	17	21	57	57
18	NR	19	17	20	56	56
19	NY	18	17	21	56	56
20	N	20	11	21	53	53
21	RT	21	16	23	60	60
22	RFD	19	19	20	58	58
23	SF	20	15	21	56	56
24	S	22	15	21	58	58
25	SS	21	10	20	51	51
26	SY	18	19	24	61	61
27	U	19	20	24	63	63
28	WA	20	16	21	57	57
29	WY	19	17	20	56	56
30	W	20	13	21	54	54
31	Y	20	17	29	66	66
32	YY	19	16	27	62	62
33	Z	23	16	25	64	64
		Total				1886

By looking at the above result, the researcher found that the result of pre-test was surprising because none of the students got the maximum score. The highest score was 66 which were gotten by two students and the lowest score was 50 which were gotten by two students in that class. The mean score of pre-test was 57.15. From the score which was got by the students, it can be concluded that the ability of the grade seven students of SMP Negeri Satu Atap Lik Layana Indah Palu in speaking ability was very poor.

After giving the treatment, the researcher administered test to the students. This test was called post-test. The post-test was conducted on February 22nd, 2014. After computing the mean score of the students' post-test, the researcher totaled the students mean score in post-test. The formula used was the same as in pre-test.

$$M_{\text{post}} = \frac{\sum x}{N}$$

$$M = \frac{2297}{33}$$

$$M = 69.60$$

The result of the computation of post-test obviously showed that there was a progress which show difference between the students' mean score in pre-test and in post-test. The students' mean score at post-test was 69.60 and the students mean score at pre-test was 57.15. The result presentation of the test can be seen in the following table:

Table 4
The result of students' post-test

No	Initial Name	Score Components			Gained Score (100)	Standard Score $\sum = \frac{x}{n} \times 100$
		Fluency (30)	Accuracy (35)	Comprehensibility (35)		
1	ADP	17	20	30	67	67
2	AS	17	20	31	68	68
3	ACL	22	22	30	74	74
4	B	21	10	32	63	63
5	DS	22	14	31	67	67
6	DP	22	19	27	68	68
7	DF	20	20	26	66	66
8	FE	20	19	32	71	71
9	FI	20	21	27	68	68
10	H	23	25	33	81	81
11	IL	18	19	26	63	63
12	KR	19	20	24	63	63
13	MAS	19	19	25	63	63
14	MF	29	20	28	77	77
15	MNS	19	25	28	72	72
16	MR	22	22	28	72	72
17	NA	18	22	26	66	66
18	NR	23	23	30	76	76
19	NY	19	20	28	67	67
20	N	25	21	31	77	77
21	RT	20	23	33	76	76
22	RFD	22	19	25	66	66
23	SF	20	22	25	67	67
24	S	22	21	28	71	71
25	SS	21	20	25	66	66
26	SY	19	21	30	70	70
27	U	19	20	29	68	68
28	WA	20	19	25	64	64
29	WY	19	25	32	76	76
30	W	20	23	31	74	74
31	Y	20	19	33	72	72
32	YY	19	19	30	68	68
33	Z	25	20	25	70	70
Total						2297

It proved that the students' achievement in the post-test or after treatment was improved. In other words, video learning was effective in teaching speaking ability to the students.

After calculating the mean score of the students pre-test and post-test, the researcher computed the deviation and square deviation of the students score in pre-test and post-test. The result was presented on the table below:

Table 5
Deviation score on pre-test and post-test

No	Initial Name	Standar Score		Deviation(D) (Y - X)	Score Deviation (d ²)
		Pre-test (x)	Post-test (y)		
1	ADP	57	67	10	100
2	AS	60	68	8	64
3	ACL	62	74	12	144
4	B	53	63	10	100
5	DS	51	67	16	256
6	DP	61	68	7	49
7	DF	50	66	16	256
8	FE	56	71	15	225
9	FI	53	68	15	225
10	H	66	81	15	225
11	IL	61	63	2	4
12	KR	60	63	3	9
13	MAS	50	63	13	169
14	MF	52	77	25	625
15	MNS	54	72	18	324
16	MR	52	72	20	400
17	NA	57	66	9	81
18	NR	56	76	20	400
19	NY	56	67	11	121
20	N	53	77	24	576
21	RT	60	76	16	256
22	RFD	58	66	8	64
23	SF	56	67	11	121
24	S	58	71	13	169
25	SS	51	66	15	225
26	SY	61	70	9	81
27	U	63	68	5	25
28	WA	57	64	7	49
29	WY	56	76	20	400
30	W	54	74	20	400
31	Y	66	72	6	36
32	YY	62	68	6	36
33	Z	64	70	6	36
		$\sum x = 1886$	$\sum y = 2297$	$\sum y - x = 411$	$\sum d^2 = 6251$

Before continuing the t-test, the researcher firstly needed to find both the mean X and Y in table 5 it is seen as follows:

The mean X:

$$M = \frac{\sum x}{N} = \frac{1886}{33} = 57.15$$

The mean Y:

$$M = \frac{\sum y}{N} = \frac{2297}{33} = 69.60$$

After computing the deviation score, the researcher employed the test formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$Md = \sum y - \sum x$$

$$= 69.60 - 57.15$$

$$= 12.45$$

$$t = \frac{12.45}{\sqrt{\frac{6251}{33(33-1)}}}$$

$$t = \frac{12.45}{\sqrt{\frac{6251}{33(32)}}}$$

$$t = \frac{12.45}{\sqrt{\frac{6251}{1056}}}$$

$$t = \frac{12.45}{\sqrt{5.919}}$$

$$t = \frac{12.45}{2.433}$$

$$t = 5.117 \text{ (t counted value)}$$

DISCUSSION

Related to the result of students' pre-test, only two of the students passed the test. The standard score at SMP Negeri Satu Atap Lik Layana Indah Palu was 65. Meanwhile, the highest score in pre-test was 66 which were gotten by two students. It shows that there were some students who passed the test. The percentage of students who got lower score than 65 was 98%.

After conducting the treatment, the researcher gave post-test, he found that students already understood how to pronounce and spell the English word correctly. The students also were improved of their speaking ability which is consisted of fluency, accuracy and comprehensibility. In post-test, there was 1 student who got highest scores 81 and there were 4 students who got the lowest score 63. The percentage of students who got lower score than 65 was 4%. In other words, students' score was increased from the pre-test to the post-test.

Referring to the obtained score, it could be seen that most of the students got low score in their accuracy 51.5%, fluency 24.5%, and comprehensibility 22%. Incidentally, the researcher compared the result of the pre-test with the standard score of the school which was 65%. Indeed, it can be said that the students' speaking ability was very poor.

After knowing the result of the pre-test, the objective of this research was to improve the speaking ability of the grade seven students of SMPN Satu Atap Lik Layana Indah Palu through implementing video learning technique. Consequently, the researcher conducted the teaching speaking which focused on fluency, accuracy and comprehensibility.

. The result of the post-test was different from the result of the pre-test. It can be described by using the percentage. The students who made many mistakes in their accuracy were decreased from 51.5% to 15%, their fluency were decrease from 24.5% to 13.5%, and their comprehensibility were decreased from 22% to 5% in pre-test. Therefore, the result verified that implementing video learning technique could improve the students' speaking ability at SMPN Satu Layana Lik Indah Palu.

The researcher asked the students to identify the difficult words in order to help students to understand the materials. This procedure could encourage the students to be independent learners. In fact, by applying watching video learning, the students tended to participate actively, and they also had greater independence and more chance to discuss with their friends either in their group or others. This fact convinced the researcher that the implementation of video in learning process can stimulate the students to be active and cooperative person. As the researcher had observed the students' response, the students who were involved as a pairs could help each other. In responding the students' answer, the researcher always gave appreciation in order to encourage them to participate actively without being guilty.

There are some differences between previous studied and the current one. Firstly, both previous researchers used audio, video, recording, (AVR). In contrast, the current researcher used video only. Then, these previous researchers took students Universitas Pendidikan Ganesha Singaraja Bali as sample. On the other hand, the current researcher took seventh grade students of SMP Negeri Satu Atap Lik Layana Indah as his sample of research.

Using video learning could improve students' speaking skill because these medium is interesting. Through video learning, the students got fun and enjoyable learning. In addition, the students were motivated in this way.

In other word, the successfulness of video learning in helping students to improve their speaking skills could be understood because this medium helps the students to have much exposure to the target language.

By comparing the result of pre-test and post-test, the researcher concluded that the use of video learning in teaching speaking ability was effective because there was a progress or

improvement in students' score. There was also a significant progress by comparing the result of t-test counted with t-table.

CONCLUSION AND SUGGESTIONS

After discussing and analyzing the data in the previous chapter, the researcher finally draws conclusion as follows:

The result of data analysis showed that the t_{counted} was higher than the t_{table} . By looking at the result, it can be said that there was a significant improvement in student achievement. It means that the implementation of video learning can improve the ability of the seventh grade students' speaking ability at SMP Negeri Satu Atap Lik Layana Indah Palu. Thus, it can be concluded that the research question or problem statement was answered because the technique which was used by the researcher is effective.

The implementation of videos learning in teaching speaking ability can be said effective because there was a progress between the pre-test scores and the post-test scores. Moreover, it can be concluded that the application of appropriate approach, technique and strategy in teaching can achieve the objective of teaching effectively.

After discussing the findings of the research, the researcher gave suggestions below:

First, The students must be motivated to improve their knowledge on speaking ability appropriately. Since the researcher obtained that there were some students who had low motivation, less self-confidence, and interest in attending the class from meeting to meeting. Therefore, further research should be carried out to investigate effective way to enable low motivation and interest to improve their speaking ability.

Second, The teacher must try to have more ability or knowledge in the process of teaching and learning so that the students become more familiar with English Language especially speaking ability through video learning.

Third, The institution must prepare facilities for teacher in order the teaching and learning activity can run well. If the teaching learning activity can run well, the quality of outcomes becomes better in the future.

Finally, The Headmaster should avoid large number of students in the classroom in order to create effective learning.

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