Improving the Students' Speaking Skill through the Use of Video at Class X Multimedia Program of SMK Muhammadiyah 2 Klaten Utara in the Academic Year of 2016/2017

Elsa Ferdhiana Damayanti
Tri Wahyuni Floriasti
ef.damayanti28@gmail.com

Abstract: The objective of this research was to improve the students' speaking skill through the use of video in Class X Multimedia Program of SMK Muhammadiyah 2 Klaten Utara in the academic year of 2016/2017. There were some problems found in the class. They were the use of media ineffectively, the students' speaking ability, and monotonous teaching and learning. Related to those problems, the feasible solution was to use video as interesting media in the teaching and learning process. The research was an action research which was done in two cycles. Each cycle consisted of two meetings. The actions were conducted from 11th October to 22nd November 2016. The research subjects were 30 students of Class X Multimedia Program of SMK Muhammadiyah 2 Klaten Utara. The data were quantitative and qualitative. The quantitative data were collected from the pre-test and post-test while the qualitative data were collected from class observation and interview with the students and the English teacher. The research validity was gained from implementing democratic, outcome, process, catalytic, and dialogic validities. The implemented actions were using a video as the teaching and learning media, involving the students in speaking activities, using the classroom English during the teaching and learning, and appreciating the students' participation and achievement. The results of this research showed that there were some improvements in the speaking skill. The students were motivated and enthusiastic to participate in the speaking activities. They were more confident to speak. The teaching and learning process was more interesting. They understood the material easily. The improvements were supported by comparing the mean scores of pre-test and post-test, which improved 23.6% from 1.97 in pre-test to 3.15 in post-test of cycle II.

Key words: *speaking skill, effective media, videos*

===

Introduction

Many people in Indonesia believe that studying in a vocational high school is beneficial for students who prefer to have a job after they graduate from the school rather than to continue their study in a university. As the vocational high school students, especially multimedia program, they are required to have English language skill. English is needed by the students who learn about multimedia communication and multimedia content production. Moreover, multimedia communication is related to conveying/processing information all over the world.

Therefore, English is really important to facilitate the teaching learning in multimedia department in order to make the students fluent in speaking.

However, in a real situation, the students have a little chance to learn and practice spoken English. The school and the teacher follow what the government stated that is the students have to pass the final examination until they miss the goals and the objectives of learning English in Vocational High School. Whereas, the teaching and learning process of English should have a number of activities that encourage and motivate them to speak, to practice their vocabulary as the beginning, to create the ideas and to practice the pronunciation as the modal to speak. The motivation can be got from the teacher who is speaking English in the class, the media that the teacher uses, and the sources of the learning.

In fact, the researcher found some problems in Class X Multimedia Program of SMK Muhammadiyah 2 Klaten Utara, the teaching and learning process was very common and monotonous. The activities and the task were taken from the *LKS* (a type of student workbooks). They had no interesting activities to encourage the students to speak English. There were no activities to practice speaking skills or pronunciation. The media that the teacher used in the teaching and learning process were only the whiteboard and the board marker. The teacher did not use any video and pictures to support the teaching and learning process although the use of interesting media can attract the students' intention to focus in the classroom activity.

Besides, the students' abilities in English were very low. They lacked vocabulary and pronunciation and did not get enough time to practice vocabulary and pronunciation. This was caused by low students' motivation to learn English. Based on the researcher's observation and interviews, they learnt English because they had to learn as a main subject in the school. The very common reason was from the students' backgrounds. Most of the students were living in orphanages although some of them have parents. It happened because they came from low-income families and some of them did not live with their family because they did not come from that region or Klaten. Further, most of the students had no intention to continue their studies to the university.

Research Method

This study was categorized into action research and aimed to improve the students' speaking skill through the use of video in Class X Multimedia Program of SMK Muhammadiyah 2 Klaten Utara. The research subjects were 30 students of class X Multimedia program of SMK Muhammadiyah Klaten Utara in the academic year of 2016/2017. It was conducted from 18th October to 22nd November 2016.

The qualitative data were obtained by observing the teaching and learning process and interviewing English teacher and students of Class X Multimedia Program of SMK Muhammadiyah 2 Klaten. The results of observation and interview were

transferred into field notes and interview transcripts. Quantitative data were obtained by speaking tests, both pre-test and post-test, in the form of the students' performance.

The research procedures were planning, actions, observation, and reflection. In planning, the researcher found out and identified the problems or issues related to English learning. After that, the researcher planned actions in order to bring about improvement in the feasible problems. In implementing actions, the researcher put some actions or planning into the teaching process. Then, the researcher observed the effect of the action and collected the data from the actions. After that, the researcher evaluated and described the effects of the action in order to understand what issue that had explored and decided to make improvement for further action. This step was done by interviewing the students and the English teacher to find the strengths and weaknesses of the implemented actions. The reflection could be used for revising the unsuccessful action and find the solution to be implemented in the next cycle.

The qualitative data of this study were from observation checklists and field notes while quantitative data were from the scores of students' performance. There are five stages for data analysis proposed by Burns (2010). Those are assembling the data, coding the data, comparing the data, building meanings and interpretation, and reporting the outcomes. The researcher collected the observation results in the form of field notes. Then, they were compared with other forms of data, such as interview transcripts, and the students' mean scores in pre-test, post-test and the students' mean scores in each meeting. The improvements were seen by comparing the students' mean score of pre-test and post-test. Further, the results of students' speaking improvements from pre-test and posttest were compared to the result of classroom observation. The researcher interpreted the data which had been compared in the form of table. The last step was reporting the results.

To gain validity in this research, the researcher used five criteria of validity suggested by Anderson et al. in Burns (1999: 161). They were democratic, outcome, process, catalytic and dialogic validities. In democratic validity, the researcher gave opportunities to the English teacher and students in Class X Multimedia Program of SMK Muhammadiyah 2 Klaten to give their opinions and responses about the action. Outcome validity was gained from the students' improvement of their speaking skill. Process validity was obtained from observation data, note taking, and discussion with the English teacher. Catalytic validity was gained from interviewing the students and the English teacher about the feedback of the actions. Dialogic validity was from dialogues with collaborators and did a peer interview in collecting the research data about feasible actions to reduce difficulties met during the study.

Findings and Discussion

The research process started with the identification of the field problems. An observation and three interviews with the English teacher and students were conducted. The observation was conducted during the teaching and learning process while the interviews were conducted after that. Based on the observation and interviews, there were 14 problems identified in the teaching and learning process at class X Multimedia Program of SMK Muhammadiyah 2 *Klaten Utara*. The problems were related to the teacher, students, teaching and learning process and teaching media.

After having discussion, the researcher and the teacher as collaborator discussed what problems should be overcome in this research. They concluded that the feasible problems to be solved were related to the students, media, material and teaching technique. Those were the unattractiveness of activities, monotonous and boring teaching and learning process of speaking, inability of students to answer teacher's questions, students' passivity in class, lack of vocabulary, and unfamiliarity of using classroom English.

In this planning stage, the researcher determined the pre-test, videos and the teaching technique that would be applied in Cycle I. The pre-test was designed in the form of a small group activity such as role play. The students were required to perform a simple dialogue about describing people in pairs or in a small group in front of the class, while the English teacher and the researcher recorded and assessed the students' performance by using speaking assessment scales. The pre-test aimed to find out the students' speaking proficiency before applying Cycle I.

Regarding the feasible problems and the actions above, the collaborator and the researcher categorized the actions based on related problems. They were using videos as the teaching and learning media, involving the students in speaking activities, using classroom English during the teaching and learning process, and appreciating the students' participation and achievement. The actions in the first cycle were carried out in two meetings after the pre-test on Tuesday, 25th of October 2016. The two meetings were done on 1st of November and 8th of November 2016. In Cycle I, the actions focused on the use of the videos as teaching and learning media to improve the students' speaking skill.

In the report of Cycle I, there was a discussion between the researcher and the collaborator to evaluate the actions which needed to meet the democratic validity and dialogic validity. The researcher used the reflection as guidance for the plan in the next actions of Cycle II. Generally, the use of videos as media caused some improvements for the students. The English teacher also said that there were some improvements from the students' participation. They were involved quite actively in the classroom activities. They also became familiar with the classroom English. Further improvement can be seen in the following explanation.

First, using video as the teaching and learning media had some strengths and weaknesses during the ELT process in Cycle I. The researcher used the video for the input of the materials and the example of applying the target language in the

real life context. Based on the interview with the English teacher, through videos, the students understood the dialogue and the way to pronounce the words more easily. The other strength was that they could understand the topic easily about describing people appearances. It was because videos provided them with the real context of speaking in English. The majority of the students said that the video made the teaching and learning process more interesting and fun. They usually got bored during the English lesson. The video could inspire the students to encourage them in speaking English in the real life. Additionally, the students could improve their vocabulary mastery and their pronunciation. In spite of the video's strengths, there were some weaknesses found. Based on the student's opinion, they said that the video was too fast and the sound was not really clear. There was a feasible explanation that they did not understand what the native speaker said.

Second, involving the students in speaking activities could encourage the students to learn the language. Further, the speaking activities made the students more active in the classroom activities. They also made the students able to interact with their friends especially in English. Those activities were about asking a question to the researcher, answering the researcher's questions, guessing the video content, drilling to practice pronunciation, involving in some discussion, and describing the video content. Involving the students in the some activities improved their speaking ability because they had more opportunities to speak in English. However, only some of the students were willing to speak in English; other students were shy and had low motivation, whereas through practicing the language, they also could learn how to use the language in their daily life.

Third, using classroom English during the teaching and learning process was very important for the students because they could practice the language in a real life context. The researcher encouraged the students to use the classroom English in order to be familiar with the language. The researcher always used the classroom English during the teaching and learning. It was used for opening the class, in the middle of the class or the main activities and closing the class.

In the first meeting, the students did not use classroom English during the lesson adequately. The classroom English did not run well because some of the students did not use English. During the class, they used *Bahasa Indonesia* more than English to ask questions or permission to the researcher and their friends. This was because the students did not recognize the words or the vocabulary used in the classroom English. Although those sentences were simple such as greeting and asking condition in the beginning of the class, they were not familiar with all of them. The students seemed confused about the simple sentences used in the classroom English. It took them about a minute to answer the researcher's question. Thus, the researcher would use the classroom English as much as possible in the next action.

The last, appreciating the students' participation and achievement would make the students feel respected for what they had done in the class. It was also to motivate the students to be more involved actively in the teaching and learning process. In fact, the students responded positively the appreciation, even though it was verbal

appreciation from the researcher. They were eager to participate and achieve the goal in the classroom activities. As an example, they tried to make a dialogue very well so that they could perform it in front of the class. After being given verbal appreciation, they promised that they would do better and this encouraged all students to be active in each of the learning activities.

In the report of Cycle II, the two meetings were done on 15th of November and 22nd of November 2016. The researcher and the collaborator discussed about the reflections to evaluate the action and analyzed the data to evaluate the strengths and the weaknesses of the actions in Cycle II. Based on the reflections, the researcher concluded that video could improve the students' speaking skill. First, the researcher tried to find the suitable video to fix the mistake in Cycle I. The video was still used as an input for the materials and the example of applying the target language in the real life context. In the interview, the English teacher said that through the video the students were not afraid of English anymore. Through video, the students improved their ability. For instance, they knew how to pronounce the words and they understood some unfamiliar words. The other strength was they could describe people appearances fluently. It was because the video provided them with the real context of speaking in English. Additionally, the majority of the students said that the video made the teaching and learning process more interesting and fun.

In the second action, the researcher still applied some speaking activities during the English teaching and learning process. This action gave the students the opportunity to speak English as much as possible. The speaking activities successfully made the students more active and interact with their friends in the classroom. The activities were similar to the previous action which consisted of guessing the video content, describing the video content, drilling to practice pronouncing unfamiliar words, involving in some discussion, and performing a role play. Additionally, the focus was on drilling the students to practice their pronunciation and giving them new words. They also described themselves by matching with the description in the worksheet. All students had a chance to practice the task. From the field notes, all students had involved actively in the speaking activities. Some of those activities were guessing the content of the video, reading aloud or pronouncing the vocabulary and making the opposite of the right description. The last tasks were making the dialogue, and performing a role play about describing their family or relatives.

Third, the classroom English was still applied in the second cycle because it seemed difficult in the first cycle. In this action, the students were already familiar with the utterances. In both meetings, the students successfully used the classroom English during the lesson. There is also a proof that the researcher used the classroom English during the class, for example reminding the students about the topic or asking them after the class. From the field notes, the students were already familiar with the simple sentences used in the classroom English. They did not think too long to answer the researcher's question. Thus, the classroom English was successfully implemented in this action.

The last, the appreciation was given to the students to appreciate their participation and achievement. This successfully made the students feel respected for what they had been in the class. It also motivated them to involve more actively in the teaching and learning process. Based on the collaborator's observation, the students responded positively to the appreciation, even though it was verbal appreciation from the researcher. They participated more in the classroom activities. By appreciating them, it boosted the students' participation. After given the verbal appreciation, they promised that they would do better and this encouraged all students to be active in each of the learning activities.

Therefore, the use of video in two cycles improved the students' speaking skill which affected their speaking scores. The actions could improve five aspects of speaking. The researcher used some aspects of speaking skills proposed by Brown (2004); those are comprehension, pronunciation, grammar, vocabulary and fluency. The speaking assessment was conducted by the researcher and the English teacher in order to minimize the subjectivity of scoring the students' performance. The range score for each aspect was from 1 to 5. The indicator of the improvement if the students get ≥ 3 it means their ability is categorized as moderate. If they get less than 3 (≤ 3), it means their ability still needs to improve.

Based on the result of speaking test, it can be concluded that the students improved their speaking skill. In the pre-test the students gained 1.97. The result of post-test I was 2.45. It increased a little bit. While in post-test II, the students' mean score finally increased to 3.15. Thus, during the two cycles, the students improved their speaking skill in all aspects. The gain score obtained by comparing the mean score between Pre-test and Post-test II was 1.18. The improvement in the form of percentage was 23.6%.

Conclusions

The research findings explained that the speaking skill of the students in Class X Multimedia Program of SMK Muhammadiyah 2 Klaten Utara in the Academic Year of 2016/2017 had improved through the use of video as a media in the teaching and learning process. The actions were using a video as a media in the teaching and learning process, involving the students in speaking activities, appreciating the students' participation and achievement, and using the classroom English during the teaching and learning process. During the two cycles in this action research, the students' speaking skill consistently improved. They showed their speaking improvement especially in the aspect of grammar, comprehension skill, speaking fluency, pronunciation skill, and vocabulary mastery. There were some changes from the students' behavior. They became more interested in the English subject. They were not afraid to participate in the teaching and learning process. They were also more active in the classroom activity. They became more confident to speak English. Their enthusiasm and motivation also increased. Based on the reflection, they were more motivated to contribute in the teaching and learning process.

References

Berk, R. A. 2009. *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. International Journal on Technology in Teaching and Learning.* Maryland: John Hopkins University.

Brown. H. D. 2004. *Language Assessment: Principles and Classroom Practices.* White Plains, New York: Pearson Education.

-------- 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* White Plains, New York: Pearson Education.

Burns, A. 2010. *Doing Action Research in English Language Teaching.* New York: Routledge.

-------- 1999. *Collaborative Action Research for English Language*. Cambridge: Cambridge University.

Canning, W. 2000. *TESL Journal: Practical Aspects of Using Video in the Foreign Language Classroom.* Internet TESL Journal vol. VI, no. II http://iteslj.org

Harmer, J. 2001. *The Practice of English Language Teaching 3rd ed.* Cambridge: Pearson Education.

Intajuck,Y. *Maximizing the Utilization of Video in the EFL/ESL* Classroom. http://lookingangead.heinle.com/Meijo.htm. Retrieved on 19th of March 2016.

Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language.* (The Internet TESL Journal, Vol. XII, No.11, November 2006). Nevada: University of Nevada. http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html. Retrieved on 24th of March 2016.