THE USE OF VIDEO IN TEACHING ENGLISH SPEAKING (A Quasi-Experimental Research in Senior High School in Sukabumi)

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Abstract: Speaking skill is one of the four language skills that should be mastered by, in this case, students to be able to communicate with their surroundings. However, there are some difficulties for teachers to ask or to stimulate students to speak in English. It is very important for English teachers to use interesting media especially the ones that give context to the students in the learning process such as videos. This study aims to find out the effectiveness of video to improve students' speaking ability and to investigate the most improved aspect of speaking by video. The study was conducted in one of Senior High Schools in Sukabumi. A quasi-experimental design was employed for this study. The study involved two classes of eleventh grader which were divided into two groups; experimental group and control group. Data were collected through pretest and posttest. The data were analyzed by using Statistical Product and Service Solutions (SPSS) 18 for Windows. The calculation result of independent t-test on posttest scores showed that the significance value was lower than 0.05 ($0.000 < 0.05$) which means the video treatment had improved the students' speaking ability. In line with the result, the calculation of effect size also showed that video improved the students' speaking ability by the score of effect size in large level (0.697). Furthermore, the use of video in teaching speaking also solved one of the hardest aspects of speaking for students: pronunciation. It is showed by the result between pretest score means and posttest score means from each aspect and pronunciation had biggest improvement with 0.67 difference from pretest to posttest. For that reasons it is highly recommended that teachers use video as media to teach speaking in classroom.

Keywords: Teaching speaking technique, video, speaking.

Introduction

Speaking is one of the skills that is important in learning English. It is almost needed in every teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation etc. But unfortunately teachers find it hard to teach speaking properly which makes the class goes silent, unresponsive, passive and hard to ask the students.

The process of teaching speaking in the research site is not really engaging students neither to learn nor to speak because teacher

rarely give student example of the situations and chances to speak. This condition have an impact on students' motivation to learn speaking, hence the class tend to be passive even though the students know the answer for the questions, for example.

Researcher attempts to solve those problems and to improve the students speaking ability by using video teaching technique. The video teaching technique focuses on the process of exposing the students to the example of situations and how to use particular expressions, and also how to pronounce words appropriately.

Teaching using video technique was chosen because according to Richards and Renandya (2002) video is a very complicated media, which can coup with variety of visual elements and great range of audio experiences in addition to spoken language. Furthermore, Harmer (2001) states video as teaching aid has several benefits, such as: students can see the language being used, not only that but also the expression and gesture;

cross-cultural awareness, through video, especially authentic video, students can see another culture being displayed in the video; the last is that motivation.

The result of the research is expected to be a reference for next research. The research also can be helpful source for English teacher in teaching to use audio visual as teaching aid to facilitate students in classroom to speak in the class. Thus, the research improves teaching English process. It can develop alternative for teacher in improving the way to manage classroom in speaking learning.

Methodology

This research was conducted as an experimental design using quasi-experimental design. This study took two groups as samples, namely experimental group and control group. They had different treatment in the research later; the former group had received video in teaching English as treatment, while the latter group had learned English without use of video. The research treatment is using videos that

retrieved from various sources, the topic of videos are adapted to the school syllabus and curriculum for the participants.

The research was conducted at one of the public high schools in Sukabumi. The population was the XI grader, and the sample was XI IPA 1 as the control group and XI IPA 2 as the experimental group. The sample was chosen by purposive sampling. Furthermore, the site was chosen because the site have various media that can support this study and more accessible.

The data gathering technique came in two forms; pretest and posttest. Pretest was conducted in order to seek out the initial scores, or capability, of students who have similar level of speaking competence, it was given to both experimental and control group. Posttest was conducted in the end to both classes after the experimental group received several treatments beforehand. The result of the posttest was compared with the result of the pretest and was analyzed using SPSS 18 for Windows.

The treatment is in the form of teaching process using video teaching technique. The teaching process divided into three parts: previewing, viewing and post viewing activities. The video was adjusted to the needs of the students and according to schools' syllabus.

Data Presentation and Discussion

Based on the result of the study, the improvement of students speaking score is very significant. It is supported by the t-test result of the students post test scores which shows there is significant difference between the score in the experimental group and the control group. Because the probability is lower than the level of significance so the alternative hypothesis is accepted while the null hypothesis is rejected. Furthermore, it is also supported by the calculation of effect size by Coolidge (2000). The result of the calculation of effect size is 0.697 which belongs to large level of effect that means the treatment has significance effect on the students speaking skill improvement

Pretest and Posttest Result Table

Students Pretest Scores

Experimental group	Average	Control group	Average
Average	**2.73**	Average	**2.65**

Students Posttest Scores

Experimental group	Score	Control group	Score
Average	**3.35**	Average	**2.73**

Tables above show that the students speaking skill is improved. It can be seen from the average score of both groups, both of them improved. Furthermore, both result was calculated by independent t-test to test the final hypothesis. For the pretest score there was no difference between experimental and control groups' scores. While for the posttest score there was difference between the scores, which means the treatment is working, experimental group speaking skill is significantly improved.

Calculation of effect size also was conducted to find out how much significance the treatment affecting students' speaking ability. The result was it had very large effect with score $r = 0.697$.

The video teaching technique has positive effect on improving students' speaking skill. Based on the result, it can be assumed that the video teaching technique can become an alternative to teach speaking skill, with this technique students will likely engage in classroom due to abundant of examples and exiting condition of classroom.

Conclusions

The purpose of the research was to find out the effectiveness of the video to improve students' speaking ability and to find out which aspect of speaking is the most improved by the use of video teaching treatment.

Based on the result of the research, it is safe to say that the use of video is effective to improve students' speaking ability in XI grade of High school. Based on the score presented above, the Ho was rejected, which means there was a significant difference between

experimental group and control group scores. In line with this, another proof also shows by the calculation of effect size which in the large level with r score 0.697.

• **Suggestions**

After finishing the research, there are several suggestions that can be recommended for further researches in the similar field as this research. First, in the treatment process, it is really suggested for the teacher to pay more attention to the students regarding giving task or objectives that students should fulfilled because some of the student, most of the students in several cases, don't really understand about the task or the objectives. Second, based on the result of this study, it is recommended for the next research to apply the media in other skill as well.

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