

**DEVELOPING STUDENTS' SPEAKING SKILL THROUGH VIDEO AS A
MEDIA FOR THE FIRST SEMESTER OF BUSSINESS ADMINISTRATION
STUDENTS PROGRAM IN UNISBA BLITAR
(THE ISLAMIC UNIVERSITY OF BALITAR BLITAR)**

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Abstract

Speaking is one kind of the communications which is transferring and receiving people knowledge or thought. It is known as Productive Skills. The kinds of the speaking activities are describing things or people, retelling the story, dialogue or conversation, giving opinion, giving suggestions etc. In this research, the writer focused on composing and practicing the conversation in front of the class. The purpose of this study is to improve the students' speaking skill for the first semester of business administration study program in UNISBA Blitar which consists of 21 students due to the students' speaking skill is not as expected. So, the researcher and the teacher tried to solve the problem with using the video English in the teaching and learning speaking in this class. The reasons of the using the video is by using the video English as a media, the students could listen and see the conversation from the native speakers directly. It makes the students easy to understand how to imitate the language that the native speakers used. The conclusions of the study is related to weakness, the strength and the students' improvement in speaking. The weaknesses are the students still produce unacceptable grammar and produce unexpected pronunciation. The strengths are all of the students look very confident, they didn't afraid in practice speaking and the students' speaking skill improved. The research only conducted in one cycle, because students' speaking skill improve based on the standard of the criteria. The standard of criteria of students speaking skill is value 65 (C=3). The improvement in account about 76.19 %, because 16 students got improvement skill than before implementation and totally 100 % or all of the students reach the standard of criteria. So, the use of video to improve students' speaking skill is higly recommended for the teacher.

Key Words: English Video, Youtube media and Speaking skill.

Introduction

Speaking is one of the fourth language skills that have to be mastered. The four of the language skills are listening, speaking, reading, and writing. The speaking skill is categorized as productive skills. It is defined as an activity of transferring and receiving the people' knowledge and though or commonly it is called the communication orally.

The ability to speak in English is very important nowadays in The Globalization Era. It is an international language that we have to learn and practice in the daily life. When we want to find a job, for example, some of the companies do the interview to the people who want to join in their company in English. Some of the universities do the interview in English for the recruitment of the students. In the social life sometimes we meet with the foreigner, so we have to communicate in English. Because of the important of speaking English as stated above that The English Teacher have a big responsibility to improve students speaking skill.

According to the observation and the interview with the English teacher in UNISBA Blitar especially for business administration study program which consist of 21 students of the first semester, the writer found some problems of the students' speaking skill. They are lack of vocabulary, lack of pronunciation, lack of grammar and lack of fluency. In another side, the students' still afraid in making mistakes and don't have self-confident in practice speaking. Their skill also still low based on their self-assessment and also the assessment from the teacher. The teacher said that she still want to find a better strategy to improve the students' speaking skill. Then, the writer discussed it and made a deal with the teacher to try a video as a media to solve the problem in her class.

The reasons of the using the video English as a media in the classroom, because it has some advantages. In the general view of the research will be carried starting with the basic assumption that by presenting the video in the classroom will improve students' speaking skill. Also, student will be motivated and interested in learning English by using interesting media. Based on Monterram in Tomlinson Book (page 309) said that video can help people feel more connected and engaged with the lessons, thus increasing their motivation. In addition, students today love to watch the video in their daily life based on the observation before the implementation of the video in the class the writer asked opinion about the using video in the classroom as a media of teaching and learning. Here are their common opinions about that. First, it will not make get bored while learning. Second, it is an interesting media and it will make easy to understand the material. Third, it can catch their pay attention to the material. It makes them could see and listen the language used directly. The last, it could develop their imagination by presenting example of the real situation of speaking. In conclusion, they very welcome to use the video for their speaking class.

For the implementation of the video English in the classroom, the researcher designs the teaching scenario. In design a teaching scenario, the researcher also accepted

the suggestions from the students. They said that to make them easier to understand the materials they need the materials written down on the paper. Then, they need drilling the conversation to make them easy to pronounce the sentence. The last, they need the teacher to explain the material to make them easy to understand the material. They all covered in the teaching scenario of the research for improving students' speaking skill.

From the background above, the researcher took conclusion that improving students' speaking skill in this classroom is very important, because they need problem solving for their problems. The teacher and the researcher deals with the using a video English strategy as a media, so the writer formulated her research title "Developing Students' Speaking Skill through Video as a Media. The First Semester of Business Administration Study Program in UNISBA Blitar (The Islamic University of Balitar Blitar) in academic year 2018/2019."

Method

The research design is Classroom Action Research (CAR). It aims to solve the students' problem in the classroom, especially the students' speaking skill. According to latief (2016;145) stated that Classroom Action Research for learning English aims at discovering learning-teaching strategies that match learners' style and strategies in learning English. The researcher faced in the class are the students speaking skill is still not as expected, because some of them still couldn't reach the goals of teaching and learning standard. The case are they lack of motivation, lack of vocabulary, lack of pronunciation and lack of fluency.

So, the researcher wants to conduct the classroom action research design to develop students' speaking skill through video of business administration study program of UNISBA Blitar in Academic Year 2017/2018. The research design is using one cycle. It is consist of planning, acting, observing and reflecting. The researcher took the intention of classroom action research that modified by Kemmis & MC. Taggart 1988 (Latief, 2016;147) which Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.

Result

The data finding is only done in one cycle. The writer tries to describe about how the researcher find the data from the implementation of The Classroom Action Research.

There is the time schedule that the researcher haS done The Action Research

No	The name Of Activities	Date
1	Meeting One (Preliminary Study)	14 th of June, 2018
2	Meeting One (Classroom Activity)	16 th of June, 2018

In the first meeting, the researcher interviewed and consulted the teacher related the teaching and learning that will be held in her class. The focus of the interviewed are about the methodology that usually applied in the classroom and how does the teacher improve students' speaking skill. They are the points of the interview in the first meeting with the teacher. The methodology that the teacher usually apply to improve students' speaking skill is retelling the story. The motivation of the students' in speaking is good, but commonly need the improvement of their speaking skill. So, the teacher always motivates them and asks them to speak in the classroom. Especially Business Administration Department, the teacher use RPS (Semester Lesson Plan) related with the business case, like how to promote a product. The students' difficulty commonly is in grammar, pronunciation, and lack of vocabulary. In other case, the students' is lack of self-confident even though the teachers always give a chance to the students to practice speaking. The media that applied in the classroom such as realia, picture and sometimes video. The last, the teacher said that actually the students have a good interests in speaking, but the self-confident and skill in speaking must be improved.

In the second meeting the researcher started entered to the class, done the observation and implemented the video as a media of teaching and learning.

The Result Of The Observation

This discussion focused on the explanation about the result of the research based on the data. It presents the data discussion when the research was conducted in one cycle. The explanation here consists of two major sources. In collecting the data the researcher used questioners and students assessments in speaking skill before and after the implementation the video as the media of teaching and learning. There are some of the instruments that the researcher used. First, the interview for the teacher related the methodology, media, students, motivation and the students, difficulty in speaking. Second is Observation sheet on the students' difficulty in speaking skill for the students' self-assessment. Third is Observation sheet on students' speaking skill for students' self-assessment. Fourth is the recapitulation sheet of students' speaking skill. Fifth, Evaluation set on speaking skill in lesson one by the researcher. Sixth, Evaluation sheet on speaking skill in lesson one by the collaborator. Seventh, The recapitulation of speaking score in lesson one. Eight is evaluation on speaking score in lesson two by the researcher. Ninth is evaluation in on speaking score in lesson two by the collaborator. Tenth is the recapitulation of speaking score in lesson two. Eleventh, Students' speaking skill scores

during the research. Twelfth, observation sheet on the students activism lesson one. Twelfth is Observation sheet on the students' activism on lesson two. See appendix one until appendix seven of this thesis. This action research conducted in tree meetings face to face in one cycle, because the students' speaking skill has been achieved only in one cycle. There is the discussion of research findings during the research.

Table 1. Observation sheet on the students' difficulty in speaking skill (Students' Self-Assessment).

No	Kinds Of Difficulties	Presentation (%)
1	Grammar	90
2	Comprehension	90
3	Fluency	95
4	Pronunciation	95
5	Task	24

From the Table 1 above, we can see from the students' self-assessment, the students who have difficulty in grammar about 81 %. Then, another difficulty of the students' is comprehension. It is more difficult than grammar. The presentation is 86 % of the students who checked these kinds of difficulties. Furthermore, the most difficulties based on the data shows 95 % of the students' difficult in fluency while speaking. In addition, 91 % of the students couldn't pronounce well. The last is about 23 % of the students who have difficulties in doing the task of speaking activity.

Table 3. Observation On students' speaking skill (Students' Speaking Skill).

No	Score	Presentation (%)
1	1= 5 Students	23.8
2	2= 14 Students	66.7
3	3=2 Students	9.5
4	4= 0 students	0

Based on the students' assessment in the table above, we can see that students' speaking skill is very low, because most of the students only on the level of enough score.

It is 68 % of the class on this point level. There is still 23 % of the students, who didn't reach of the minimum standard of the teaching and learning while the standard is 2 (Enough) score. The students who got satisfied score are about 9 %. The last, no one student in the class who got very satisfied score, because the data shows that the students that got 4 score is 0%.

Table 4. The recapitulation sheet of the students, speaking skill from the teacher before the research.

No	Score	Presentation
1	1=4 students	19.04
2	2=10 students	47.61
3	3= 7 students	33.33
4	4= 0 students	0

From the data above, we can see that common students are already stand on the standard mark. They are ten students who got 2 marks, but there were still four students who still didn't reach the standard of the minimum criteria of mark. Seven students got satisfied mark. It is three (3) marks. After analyze the scores above, of course the speaking subject need the solution to improve students speaking skill.

Table 5. The recapitulation of speaking score of the lesson one.

No	Score	Presentation (%)
1	1=0 students	0
2	2=5 students	23,80
3	3=16 students	76.19
4	4= 0 students	0

From the table above, the students showing the improvement of skill than before the application of the video that plays in the class. Five students got standard of mark (2=enough) and sixteen students got goods mark (3=Satisfied).

Table 6. The Recapitulation Of Speaking Score In Lesson Two.

In the lesson two, the teacher asked to the students to pay attention to the second video, after that they have to make the dialogue in a group. They could improve their dialogue from lesson one or compose a new dialogue. In this lesson shows a good improvement. Some of the students improve their dialogue. The special things here, while they practicing the dialogue in front of class, they didn't cheat anymore from the paper. They could practice the dialogue very smoothly and well without a text. It is the best practice speaking ever of this class that I never seen before. The mark of the students was improved too. The score improvement is explained on the table below.

No	Score	Presentation (%)
1	1= 0 students	0
2	2= 1 students	40.1
3	3=14 students	60.7
4	4=6 students	20.5

The table above tells that all of the students reach the standard of the minimum criteria of teaching and learning. Only one student got two marks. They still stand on the standard, even though only a little improvement. Fourteen students got satisfied mark. It is three. Then, six students got the best mark 94=Four).

Table7. Students' Speaking Skill Score during The Research.

During the lesson, the students' speak skill showing the improvement significantly. To measure the improvement, the researchers have been collaborated with the teacher as collaborator in assessing the lesson one and the lesson two. It is could see on appendix three until five for more information about the data.

The result is showing on the table below.

No	Score	Presentation
1	1=0 students	0
2	2=5 students	20.3
3	3= 16 students	76.19

The table above shows that the students who got under the minimum criteria are no one student. The students who stand on the standard mark are five students. Then, sixteen students got satisfied mark and no one student got the best mark.

Table 8. The Comparison Students' Speaking Skill Before and After the Research.

Before the research, the researcher has been observed the students speaking skill with the student's self-assessment and also the teacher's assessment. The students' self-assessment showing lower skill in speaking than the teachers' assessment, even though the mark of the students that assess by the teacher are still as not as expected. It could see on the appendix three (3) and four (4) of this thesis phrases. After the application the video in the classroom, the students' speaking skill was improved. The improvement of the skill compared between before and after the research was about 76.19%, because sixteen students got satisfied value (3) and only five students who got enough values (2).

Discussion

In this chapter, the writer is going to explain about "How well does the strategy being implemented achieve the results to meet the criteria of success?" The students can achieve the target of criteria of success and achieved the goals of research that have been decided in advance. First, the students enjoy learning in a group of three or four. Second, the students are interested and convenient in using the strategy of video. Third, the students are active helping each other to do the task. Four, the students are practice speaking in front of the classroom in groups. Five, the students could reach the standard criteria of success for the oral proficiency categories that indicated by the average score of at least 65 (C). In other side, the writer is going to discuss about the similarity and the differsity of this classroom action research with another classroom action research that the writer had read. For clearer explanation, the writer describes those discussions as bellow.

From the observation that have been done by the researcher and the collaborator, the researcher describe the success of the implementation of the strategy video to improve students speaking skill in the classroom action research. First, students were enjoying learning in a group of three or four. In this classroom action research consists of six groups of the students. While the implementation of the strategy video, the students looked very happy sharing their opinion in doing the task and practice speaking. Every student smile and sometimes laugh while they done their work.

The second reason about the success of the implementation strategy video in the classroom action research is the students interested and convenient in using this strategy. It could see from the students opinion and also the observers data collection while observe the class. There are two informations, numerical and verbal information. The Numerical information, the researcher gave the students questioners to know about student's opinion in the using of the video in the classroom as a media. The questioners are consist of ten statements that the students must answer with chooses given. The choices are strongly agree, agree, unsure, disagree and strongly disagree. From the reflection, the researcher underlined some benefits of the using video. They are; first, by using video makes the students enthusiastic in learning English, because the students commonly agree that video make them enthusiasm in learning. Second, Using video motivates and encourage the students to practice English. These benefits known from eight students strongly agree, twelve students agree the students and only one student unsure about that. Third, using the video is more effective than other media (pictures and audio) in learning English particularly speaking. This benefits supported by the students opinion that six students strongly agree and fifteen students agree with that case. Fourth, using the video helps the students practice speaking English easier. The most of the students' in the class are agreed with that statement. They are nineteen students who stand on that opinion and two students are strongly agree that video can make them easier to practice speaking. Fifth, using video helps the students to increase their vocabulary. It is twenty students agree and only one students unsure about that. Sixth, using the video facilitates the students to enrich English expression in correct use. Here three of the students strongly agree that it could improve their English expression, sixteen students stated that they agree and two students unsure about that. Seventh, by using the video, the students can learn the correct language models for speaking. It means the student could have some experience to adopt the language from the native speakers even though only from the video. From the result of the observation, the students who strongly agree about three students agree about sixteen students and unsure two students. In other side, the writer explains it in verbal information based on the observation. Video is a an innovative contextual media and strategy to improve the students speaking skill. By using video the students can listen and see how the native speaker speaks in English in the real situation of the speaking activity related to the topic. Other reasons, the writer obtained from the students' observation set. The writer gives the observation set before and after the research. The reasons are almost the same. Here are the student's reasons that motivate them to learning speaking English using the strategy of video. First, it could make them easier in understanding the material and interest them in learning English. Second, video is an interested media that can catch their pay attention, because they can listen and see how to spell the language with the correct pronunciation. Third, by using the visual media like video could make them easy to understand the materials given. Four,

video is an effective innovation media that could make the audience more interested in learning speaking skill and it could improve the students' knowledge. Five, they hope that the teacher could implemented the video in some meetings in the future, because it makes them easy to understand the materials that have been discussed. Six, the video did not make them bored in learning. Seven, by using video they can understand well the correct sentence that used in the contextual situation. Eight, by using video could develop their experience and proficiency. Nine, the strategy video could make them more enthusiasm in expressing idea in speaking English.

Then, the third criteria of success in using video as an innovative instructional strategy we could see from the student's activity in helping each other to do the task. They worked together in composing the dialogue. Some students wrote and shared their opinions and some students opened the dictionary then told something that they have been discovered.

Fourth, the target criteria of success in implementing an innovative strategy of video is every student can practice speaking in front of the class. In this case, the success could see from the student's skill in practice speaking in front of the class twice. The first practice was the students allowed to see the text book in practice speaking. Then, after all of the students have been practiced speaking in front of the classroom, they had a chance to practice speaking fluency in their seat. After that, ever group had a chance to practice speaking for the second time. The second time of practice speaking, they didn't allow cheated on the text book anymore.

The last criteria of success that students' achieved was the students could reach the standard which indicated by the average at least 65 (C), In this criteria, the teacher measured from the oral proficiency categories standard based on the theory of Brown. It is always used to use by the teacher for assess the speaking skill. The categories are grammar, comprehension, fluency, pronunciation and task. After teacher and the collaborator collected the data, the data showed that the students could reach the goal that to be achieved.

The similarities are the research investigated the strategy of video to improve the students speaking skill and from the result of the investigation showed that using video can improve the students' speaking skill. The differences are two investigations done in other kinds of research, not classroom action research. They are experimental research that using experimental groups and control groups. The classroom action research that the writer have been read is about improving student' speaking skill through video dubbing which investigated by three researcher, they are Vivy Zunny Mandasari, Dewi Rochsantiningasih, and Teguh Saroso 2014. The differences with this research are the subject, the technique of collecting the data and the purpose. Their purposes are talked about whether and to extent the use of video improve students' speaking skill and the strengths and the weakness of video when implemented in the research.

Conclusions

After conducted The Classroom Action Research about improving students speaking skill through the video in the classroom, the researcher took some conclusions from the research findings and the research discussions that the video could improve students' speaking skill significantly. This media worked pretty well and interesting. There are some reasons that prove could solve the problem of the research. First, the students interested in learning while using the video the video. It shows the students enthusiasm in the class that they follow the teaching and learning with a good attention, relax, happy, active and they could do their work finished properly. Second, from the result of the student's works and practices speaking, the researcher found the significant improvement of students speaking skill than before. The last, from the reflection of the action research, the researcher took conclusion that students hopes that video as a media for teaching should be apply in the other meeting in the classroom activity.

There are some steps of the strategy that implemented in The Classroom Action Research. First, the teacher tried to have knowledge about students schemata related to the material. The second step, the teacher asked the student to mention and to write some words related to the topic. The third step, the teacher asked the student to make a group of three or four students in every group to compose and practice conversation one by one in front of the class. The last, the teacher and the student took the conclusion about the material.

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