
VIDEO TO IMPROVE STUDENTS' SPEAKING ABILITY

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ABSTRACT

Video as an audio-visual material in teaching English has grown rapidly and it is obvious that the use of video is a great help for students in stimulating and facilitating the target language. This study tries to solve students' speaking problems and improve speaking ability by using video. The writer uses Classroom Action Research as research design. The implementation of video in teaching speaking class is arranged to bring benefit of the language learners. Video can make the classroom atmosphere more interesting and make students easier to speak. Video also stimulates students to be active. The students' response about the implementation of video is positive and it will be alternative strategy in teaching speaking. So, video can improve the students' speaking ability.

Key Words : *Video, Speaking Ability.*

INTRODUCTION

A lot of people around the world are studying English to develop proficiency in speaking (Nunan, 1989: 39). It means the language has a purpose for communication with others and the most important one is to deliver information from the speaker to the listener. Thornburg in Harmer, (2007: 123) states that Teaching of speaking depends on being a classroom culture of speaking and that classroom need to become “talking classroom”. In other words, students will be much more confident (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons” It means that in teaching and learning process in the classroom, the teachers must give a good atmosphere or stimulation to speak up and hopefully students can be active in the class. It should be used as students’ habit of their classroom to improve students’ speaking ability.

It becomes the reason why the students have to master speaking as their need. But, there are still some problems faced by the students in learning speaking. The same case is happened to the second semester students of English Department STKIP PGRI Jombang. The real students’ problems in teaching speaking are as follows: the low of the students speaking score, the lack of the students’ opportunity to speak, and the lack of variation of teaching technique and learning process.

Related to the problems found in the class, it is necessary to implement a strategy by using video that can increase students’ speaking ability and motivate the students to participate in the learning activities.

Here, the researcher decides to use video as media to telling story as the appropriate activity of speaking in teaching learning process especially for learning foreign language. According to Harmer (2007: 307) re-telling stories is a powerful way of increasing language competence. Thus, telling story is one of the unique ways in to increase students’ speaking ability.

In this study, the researcher used video to increase students’ speaking ability. Video is the most appropriate medium for beginners because they can draw on both the auditory and visual support in their learning. According to (Hobbs 1998) video can capture student attention, motivate interest, and bring a to the subject area. Therefore, video as the alternative media that very important in teaching speaking because it makes the students more interest and give detail in practical such as how to pronounce some words, how kinds of mimic that used, gesture and many things in watching video. So, video in teaching and learning process can offer an accessible visual and emotional experience to students, it presents a literary, and a new language the language of images, and form symbolic visual codes.

RESEARCH METHOD

The researcher uses classroom action research because she finds some problems in teaching learning process especially in speaking class. The researcher uses classroom action

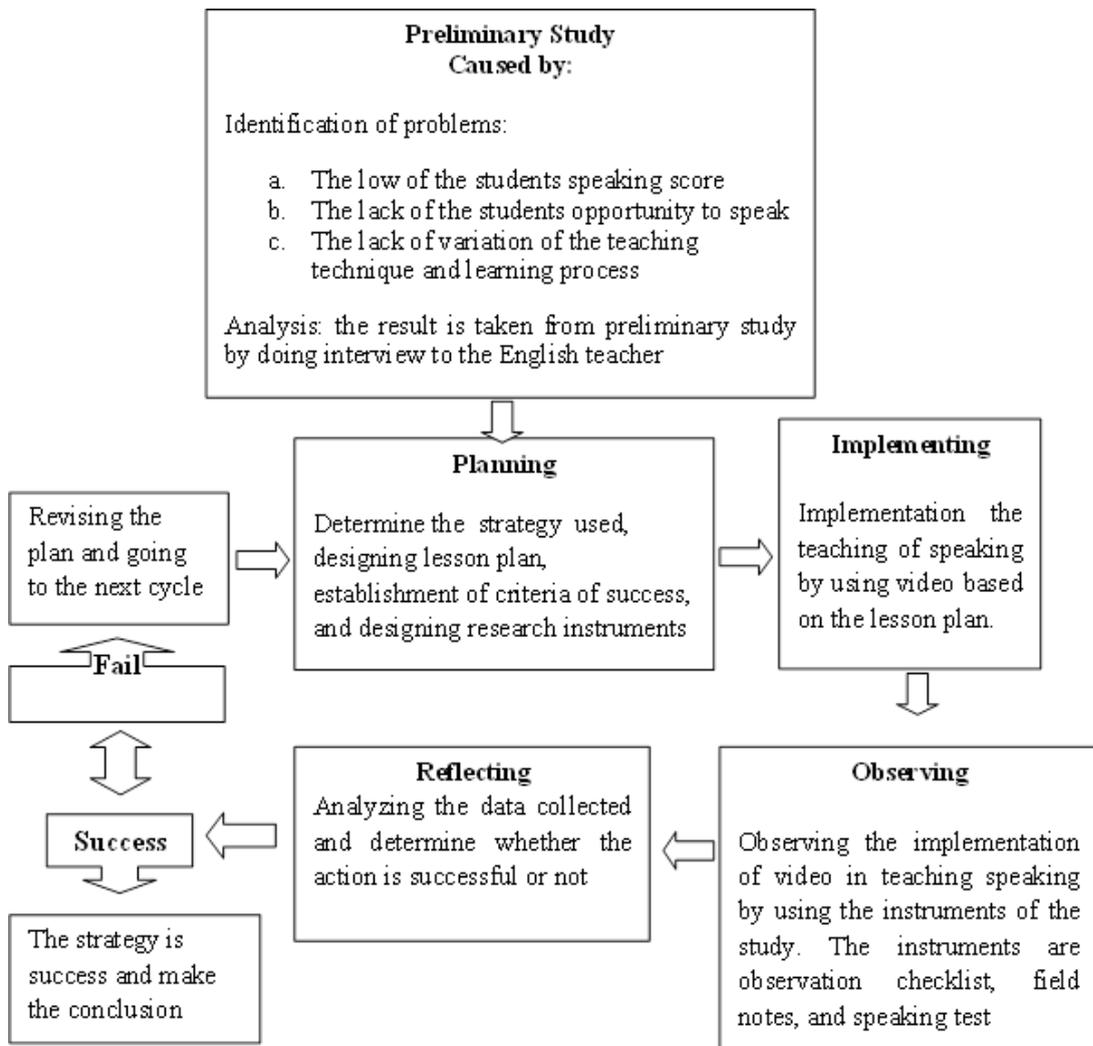
Research Setting and Subject

This research is conducted at STKIP PGRI Jombang. It is located on Jl. Pattimura III/20 Jombang. The subject of the study is second semester students of English Department STKIP PGRI Jombang

research which aims to solve the problems face within the class among the teacher, the students and facilities and it can increase the quality of students speaking ability.

2014/2015. The second semester students of English Department STKIP PGRI Jombang 2014/2015 consists of three classes. The subject of this study was concerned with one class; it is 2014-C class which consists of 31 students.

Research Procedure



Adapted from Kemmis and Mc Taggart as cited in (Koshy, 2005:4)

RESEARCH FINDING

The Implementation of Video to Improve Speaking Ability

This research was conducted in one cycle that consisted in three meetings. The first meeting was conducted on 3 March 2015, second meeting on 5 March 2015, and third meeting on 12 March 2015. There were two kinds of criteria of success in this research, they were students' participation and students' achievement based on scores they get.

The first meeting of Cycle one was held on 3 March 2015. After the pre activity was done, teacher gave explanation about Narrative Text. While the process, teacher asked the students about Narrative Text. The teacher explained by using power point and wrote down some sentence that was given by some students on the white board with the purpose it made clear her explanation. Before explanation the material, the teacher asked to the students first about Narrative Text, and then the teacher gave definition of Narrative Text and explained about generic structure, and generic feature of Narrative Text.

After the teacher explained the material, she asked to the students made a group by numbering way. The class consisted of 31 students. The teacher made six groups, so one group consist of five or six persons. The students said number one, and continued number two, until number five. It was started from behind of the class according to the students'

agreement. Then, students said number one raised their hand and they were become group one, and so on until group six. Students said number one gathered with the same number one and so on.

The teacher asked the students to sit with their own group. So students have gathered with each group, the teacher gave the rules about the activity to be performed by each group. The rules for the example, "every group must be focus and understand about the content of the story, students may make a note to easy the story", and gave the information such as "the duration of video is about 3 minutes, and it will play maximum in two times. Everybody in group will retell a whole of the story one by one student in a group. One student tell first and continuing students' story in their group.

The teacher started to play the video entitled "the lion and a little mouse" in two times. After that the teacher distributed leaflets in the form of random images and asking students to compose the picture properly after the video aired worked in groups. The teacher asked to the students wrote the group and members in the leaflets. The teacher gave time to do in group for about 10 minutes. Then, the teacher discussed together with the students about the picture properly, and discussed generic structure and feature of the story.

The second and third meeting was conducted on 5 and 12 March

2015. This learning process focused in speaking test achievement. This process important to measure the understanding of the students to the material that was given by the teacher. Teacher asked students to make group and retell the story based on video then performed telling story

The Students' Score of Implementing Video to Improve Speaking Ability

In the observation steps, the researcher was gained data about the students' score from the students' speaking test. It is considered successful if students' scores achieve at least equal to or higher than 80. The researcher got significant effect by using video in learning process. There are significant increasing score in speaking aspect. By using video the average of students' fluency has been reached from 77 become 90, content increase from 76 become 88, accuracy from 75 become 84 and pronunciation 78 become 86 by assessing score of students achievement researcher got significant influence by using video to improve students' speaking ability.

Based on the findings of the study in the first cycle that had been done by the researcher, it was gained data about the students' score from the students' speaking test. The researcher can conclude some data to measure the average aspect in speaking ability, like fluency, content, accuracy, and pronunciation. The average aspects in speaking ability

in front of the class. Teacher gave score based on four criteria: Fluency, Content, Accuracy, and Pronunciation. Teacher gave opportunity to the students, to improve theme and act of telling the story.

are fluency is 90, content is 88, accuracy is 84, and pronunciation is 86. So, the total score gained by the students in this speaking assessment is 87. It means that the average score of students is higher than criteria of success in 80 score. Criteria of success is considered successful if students' scores achieve at least equal to or higher than 80. It was 29 students or 93% students who got the score reached the criteria of success, and there are 2 students or 7% students who got low score. There was improvement happened in the score average 87 from 77 in preliminary study.

Other data were got from observation checklist of the students' participation. The researcher also analyzed the students' activities in order to get the data about the students' process and response in teaching narrative speaking. The second criteria of success are students' participation in the teaching learning process. In this case, 70% of the students should be active in the teaching learning process using video. In this result of research, the researcher investigated in every meeting. The first meeting students'

participation is 73%, the second meeting is 80% and the last meeting is 87%. The average of students' participation in cycle one is 80% of the total students. There are twenty five students active in teaching learning process, and six students were not active in the teaching and learning process. So, the researcher concludes that many students have an excellent activity from the teaching process. The data presented that there

were six students or 20 % of students showed poor activity. The criterion that has been reached was higher than 70% of the total students.

From the result of speaking test and the observation checklist the researcher know that criterion of success has achieved. Because of the satisfied result, there is improvement happened in the teaching learning process. So, the researcher decided to stop the action.

CONCLUSION

In conclusion, video is one of the best materials that enable students to practice what they have learned in teaching learning process. The implementation of video in teaching speaking class is arranged to bring benefit of the language learners. Video animation stories technique can make the classroom atmosphere

more interesting and make students easier to speak. Video also stimulates students to be active. The students' response about the implementation of video animation stories technique is positive and it will be alternative strategy in teaching speaking. Therefore, video animation stories technique can improve the students' speaking ability.

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