PENGUNAAN VIDEO DALAM PENGAJARAN BERBICARA: SEBUAH PENELITIAN TINDAKAN KELAS (PTK)

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor yang mendukung kemampuan siswa dalam proses pembelajaran berbicara menggunakan video. Penelitian ini merupakan penelitian tindakan kelas. Penelitian tindakan kelas dilakukan dalam empat tahap: perencanaan, tindakan, observasi, dan refleksi. Data kuantitatif diperoleh dari nilai tes berbicara siswa. Tes diberikan di akhir setiap siklus. Data kualitatif dikumpulkan melalui hasil observasi. Ini menggambarkan faktor-faktor yang mendukung kemampuan berbicara siswa berdasarkan hasil observasi dari aktivitas kolaborator baik siswa maupun peneliti itu sendiri. Penelitian ini bertujuan untuk menjelaskan bagaimana video dapat meningkatkan keterampilan berbicara siswa pada semester II Program Studi Pendidikan Bahasa Inggris IKIP Gunungsitoli. Penggunaan video dapat meningkatkan keterampilan berbicara siswa. Data kuantitatif mendukung hal tersebut termasuk hasil tes pada setiap siklus. Data kuantitatif menunjukkan bahwa siswa mengalami peningkatan keterampilan berbicara di setiap siklus dengan menggunakan video dan mencapai indikator keberhasilan. Kemampuan berbicara siswa tidak dapat memenuhi standar skor pada siklusnya karena sebagian besar siswa tidak dapat menyampaikan gagasannya tentang materi. Namun pada siklus II terjadi peningkatan kemampuan berbicara siswa. Data kuantitatif juga didukung oleh data kualitatif melalui hasil observasi. Hasil lembar observasi menggambarkan bahwa aktivitas siswa meningkat setiap pertemuan dengan menggunakan video.

Kata kunci: mengajar, kemampuan berbicara, metode pembelajaran

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ABSTRACT

This study aims to describe the factors that support students' ability in the learning process to speak using video. This research was classroom action research. Classroom action research was done in four steps: planning, action, observation, and reflection. Quantitative data was gained from the score of the student's speaking test. The test was given at the end of every cycle. The qualitative data was collected through the result of observation. It described the factors that support the students' ability to speak based on the result observation from the collaborator activities both the students and the researcher itself. The research aimed to explain how video can increase students' speaking skills in the second semester of the English Education Study Program for IKIP Gunungsitoli. Using video can increase students' skills in speaking. Quantitative data support it included test results in every cycle. The quantitative data show that students have improved speaking skills in every cycle using video and reaching the indicator of success. The students' ability to speak cannot pass the score standard in the cycle because most students cannot convey their ideas about the material. However, in cycle II, there is increasing in student's ability to speak. The quantitative data also is supported by the qualitative data through observation results. The observation sheet result describes that the students' activities improved every meeting by using video.

Keywords: teaching, ability to speak, learning method

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INTRODUCTION

Using video in speaking class creates more fascinating speaking activities, motivating them to be more active. Furthermore, the video used contributes to the natural vocabulary and varied grammar because the native speaker practices it. This kind of video will guide the students to enrich their vocabulary and understand grammar appropriately. The students can learn vocabulary and grammar, and the exact pronunciation through using video in teaching speaking.

Thornbury (2001) points out that speaking is interactive and requires the ability to cooperate in the management of speaking turns. In addition, it adds that the nature of the spoken language process means that the grammar of the spoken language differs significantly from the grammar of the written language. According to Harmer (2001:46), speaking happens when two people interact with one another. It is quite clear that this is what they are doing to say something or to deliver messages and information. They have some communication purposes, and they choose from their language store.

In addition, McKinnon (2011) in Muniandy and Veloo (2011: 175) acknowledges that video clips can show settings, actions, emotions and gestures that can provide an important visual stimulus for language practice and learning. This means that videos can be used in teaching English because videos can provide great visual stimulus through a combination of illustrations, sounds, graphics, and text. Richards and Renandya (2002: 364) add that video is an extremely dense medium, one that incorporates a wide variety of visual elements and a wide range of audio experiences in addition to spoken language.

Teachers must choose appropriate sequences, prepare students for viewing experience, focus students' attention on content, play and replay videos as needed, design or select viewing tasks, and follow up with appropriate post-view activities. They also state that the video potential of language learning is only achieved when it is used as an integral part of the course. When teachers decide to use video as an additional material, they must believe that it is closely linked to their objectives. One way to do this is to bring in a video to introduce or expand the curriculum part.

Based on the researcher's teaching experience and observation for students of the English Education Study Program of IKIP Gunungsitoli, especially the second semester for Speaking for Formal Interaction Subject, it is found that most of the students hesitated if they were asked to speak in English, even to speak a simple case such as hobbies, daily activities, or others. Even for some students who have provided a topic, they are still confused. Although the students have learned English for several years, the lecturer commonly only focuses on knowledge acquisition about speaking in the teaching and learning process. These cases caused the student achievement in speaking was low. Mostly or 76% of the 35 students could reach the score standard for speaking, 60 scores.

In this research, the researcher conducted classroom action research (CAR) to teach speaking by using video. He solved the student's speaking skill problem by implementing Classroom Action Research that consists of planning, action, observation, and reflection. He used observation sheets and fieldnote to collect qualitative data and tests to collect quantitative data. Besides, the student's skill in speaking can be increased by using video.

The research problem was formulated as follows, *"To what extent can video increase students' speaking skill at the second semester of English Education Study Program students of IKIP Gunungsitoli in 2019/2020?"*

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RESEARCH METHOD

This research was classroom action research. Classroom action research was done in four steps: planning, action, observation, and reflection. The researcher managed learning by using video and finding suitable materials based on the college syllabus. The researcher developed the material interesting for the students' works sheet based on the video technique. The research was conducted in class A of the English Department's second semester in 2019/2020. The class consisted of 35 students consisting of 16 males and 19 females. The data were quantitative and qualitative. Quantitative data was gained from the score of the student's speaking test. The test was given at the end of every cycle. The qualitative data was collected through the result of observation. It described the factors that support the students' ability to speak based on the result observation from the collaborator activities both the students and the researcher itself.

RESULT AND DISCUSSION

Result

This research started on April 2020 – June 2020. It consisted of three cycles. Each cycle was divided into four meetings. Three meetings were used for treatments, and another meeting was used for the test. Totally, there were twelve meetings during the research in which it carried out twice a week and took 100 minutes each meeting (2 credits x 50 minutes).

In cycle I, the research did an oral test, and the result of the test shown in the table below.

Table 1. The Students' Ability in Speaking by Using Video in Cycle I

No	Score Level	Fluency Level	Frequency	Percentage	Level	
1.	16-25	0+	-	-	-	-
2.	26-32	1	-	-	-	-
3.	33-42	1+	5 Students	10%	Level 1	Errors in pronunciation and grammar are frequent
4.	43-52	2	10 Students	35%	Level 1	Speaking vocabulary inadequate
5.	53-62	2+	10 Students	35%	Level 1	Can ask and answer questions on very familiar topic
6.	63-72	3	5 Students	10%	Level 2	Able to deal with routine social exchange
7.	73-82	3+	5 Students	10%	Level 3	Able to speak with sufficient structural accuracy and appropriate
8.	83-92	4	-	-	-	-
9.	93-99	4+	-	-	-	-

The table's data explained that the students' ability to speak after applying video was still less and could not pass the standard score. It showed that the students were still unable to speak fluently based on the learned material.

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The percentage of the researcher's and students' done and undone activities can be explained in the graphic on the next page.

Figure 1. The Researcher' Activities and Students' Activities in the Second Meeting of Cycle I

Therefore, the researcher continued to conduct the teaching-learning process for the student's next cycle.

In the second meeting of Cycle II, the researcher examined the students' speaking ability by instructing them to tell their ideas about asking and giving an opinion and then recording the students' sound. After the researcher analyzed the students' scores and value, the researcher analyzed the students' ability to speak through video.

Table 2. The Students' Ability in Speaking through Using Video in Cycle II

No	Score Level	Fluency Level	Frequency	Percentage	Level	
1.	16-25	0+	-	-	-	-
2.	26-32	1	-	-	-	-
3.	33-42	1+	-	-	-	-
4.	43-52	2	-	-	-	-
5.	53-62	2+	-	-	-	-
6.	63-72	3	-	-	-	-
7.	73-82	3+	31 Students	80%	Level 3	Able to speak with sufficient structural accuracy and appropriate
8.	83-92	4	4 Students	20%	Level 4	Able to use the language fluently, accurately, appropriately on all level normally pertinent to
9.	93-99	4+	-	-	-	-

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The data from the previous table explained that the students' ability in speaking

after applying video was good and increase the students' ability in speaking. The progress of the researcher's and students' activities in Cycle II can be looked in the graphic below.

Figure 2. The Progress of Researcher's and Students' Activities in Cycle II

Discussion

The result of the students' ability in speaking through using video can be seen in the table below.

Table 3. The Students' Improvement from Every Cycle

No.	Cycle	Score Level	Fluency Level	Frequency	Percentage	Categories	Score Standard
1.	I	33-42	1+	5 Students	10%	Less	60
		43-52	2	10 Students	35%	Less	
		53-62	2+	10 Students	35%	Less	
		63-72	3	5 Students	10%	Adequate	
		73-82	3+	5 Students	10%	Good	
2.	II	73-82	3+	31 Students	80%	Good	
		83-92	4	4 Students	20%	Very Good	

Based on the table above, the result of the students' test was successful in Cycle II. All the students' problems had been overcome in Cycle II. It could be solved by modifying the procedures of using video followed by implementing them in the classroom. Therefore, the students could speak as expected in the syllabus and lesson plan, especially in conveying, asking, and giving an opinion.

In the research, the problem is "To what extent can video increase students' speaking skill at the second semester of English Education Study Program students of IKIP Gunungsitoli in 2019/2020?" The common response in the research of using video increases the students' ability in speaking. It shows on the students' score that all the students passed the score standard. Which, the research was done in two cycles; each cycle consisted of three meetings. The students' ability to speak was increasing from meeting to meeting and cycle to cycle. Based

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on the students' ability to speak, the researcher found an increase in the students' ability from cycle to cycle. Therefore, the researcher concludes that using video increases the students' ability to speak.

CONCLUSION

This classroom action research was aimed to explain how video can increase students' speaking skill in the second semester of the English Education Study Program for students of IKIP Gunungsitoli. The purposes of the research were achieved as concluded briefly as follows.

Using video can increase students' skills in speaking. Quantitative data support it included test results in every cycle. The quantitative data show that students have improved speaking skills in every cycle using video and reaching the indicator of success. The students' ability to speak cannot pass the score standard in the cycle because most students cannot convey their ideas about the material. However, in cycle II, there is increasing in student's ability to speak. The quantitative data also is supported by the qualitative data through observation results. The observation sheet result describes that the students' activities improved every meeting by using video.

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Thornbury, S. (2005). *How to Teach Speaking*. New York: Pearson Education Ltd. Thornbury, S. 2001. *Uncovering Grammar. The Teacher Development*. Oxford: Macmillan Heinemann English Language Teaching.