THE USE OF VIDEO IN INCREASING SPEAKING ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 12 PEKANBARU IN THE ACADEMIC YEAR 2011/2012

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Abstract: This study is a classroom action research. The general objective of this study was to find out students' speaking ability through teaching English by using video and to find out the effectiveness of using video in teaching English to improve students' speaking ability. The subjects of this study were 34of the first year students of SMAN 12 Pekanbaru who were learning English as a foreign language (EFL). Students were given pre-test before the treatment and post-test after the treatment. Quantitative data was collected by using speaking test requiring the students to respond to the recorded questions.Qualitative data was collected through observation sheets and field notes. The research finding reveals that there is a significant improvement of the students' speaking ability through the use of video in speaking class. The qualitative data gave a description and additional information about the learning process done by the students. This research was successfully done under advices and guidance of researcher's first advisor, Dra, Eliwarti, M.App.L.and second advisor, Drs. H. Masyhur, M.Ed.
Key words: *Classroom Action Research, Video and Speaking Ability*

INTRODUCTION

Even though students of SMAN 12 Pekanbaru have learnt English from Elementary school, most of the them still had low level of speaking. Based on the small survey done by the researcher, among 29 students, only 4 students (13.8%) who reached the level of 'average to good'. The other 5 students (17.2%) were in the level of 'poor to average', and 20 students (69%) were in the level of 'poor'.

This problem came from the learning condition in which the teacher rarely used good English as the speaker model to the students, taught English monotonously and used mono-media which cause the students were not interested to learn English, did not use authentic materials, and did not teach from the context. To overcome this problem, the researcher used video. Since the video can create a better and more interesting learning atmosphere, give an appropriate speaking model and to teach the students by using authentic material and enable the students to learn from the context.

Thus, this study is conducted to investigate the use of video in increasing speaking ability of the first year students of SMAN 12 Pekanbaru in the academic year 2011/2012

Some of the previous studies about the use of video were done by Rammal (2005) and Chen (1998) in their integrated skills lesson, Reutebuch (2010) and Yuksel and Tanriverdi (2009) to improve vocabulary comprehension, and Kurniasih and Priajana(2010) in speaking class.

Rammal (2005) could see the effectiveness of using video in his project for young and adult learners in EFL/ESL class for teaching language use and cross-cultural interaction to improve students' communicative skills in integrated learning. It is in line with Chen study in using situation comedy video for EFL students in Taiwan to teach general English.

Specifically about the use of video to improve students' vocabulary comprehension by incorporating literacy instruction had been investigated by Reutebuch (2010). This study indicated that it was possible to improve the quality of social studies instruction to better meet the needs of English language learners and to improve their performance without delaying learning for English speaking monolingual students, who are often in the same content area courses. Furthermore, Yuksel and Tanriverdi (2009) found that to improve students' vocabulary comprehension through the use of video in college preparatory class in Turkey, it was suggested to use the captions. Otherwise, the improvement was not significant.

Other study using questionnaire to get the students' opinion about the use of video in speaking III class was done by Kurniasih at English Education Department of State University of Yogyakarta. It was found that the video was very helpful for the students. In addition, a collaborative action research had been conducted by Priajana (2010) to the fourth semester students of the State Institute for Islamic Studies (IAIN) Cirebon. This study revealed that the use of video could improve students' speaking performance and the students had positive attitude.

Speaking, according to Brown (1994) and Burns& Joyce (1997) is an interactive process of constructing meaning that involves producing and receiving and processing information.As a productive skill, speaking has two functions. Brown and Yule (1983) states that the first is interactional function, in which it serves to establish and maintain social relations, and the second is transactional function which focuses on the exchange of information.

Hornby (2000) says that video is a copy of a film or movie program, which is recorded on video tape. Zahn, et.al, states that video is a presentation medium used to display information to illustrate and dynamically visualize knowledge to foster a better understanding. While Trombly

states that video unit as short scene that contains poignant interactions between characters. It is identified by two communicative elements, the situation which take many forms, and the act(s) which are identifiable by what the characteristics are doing as they talk.

Video is a flexible media that can be used for many levels of students and many kinds of material. As Katchen (1997) states that the video is suitable for every level of students who have had some exposure to English even for beginner. They are different just in the case of the level of video's and assignment's difficulty.

Video is created in many choices of duration. To support the lesson, it is suggested for the teacher to use the short one. The use of too long video can make the students confuse since there are too much learning inputs and the use of too short video may cause the lack of information. Sabio (2010) states that the length of the video should be no shorter than two minutes and no longer than five minutes.

The other thing to be considered when using the video is the materials contained in it. Authenticity must be the priority. Stempleski (1987) states that video which is a rich and exciting source of video software for EFL/ESL classes must contain authentic material.

The advantages of using video are:

1. Students can learn from the context

   Chun (2005) states that it is important to give students chance to learn language by using video. In order to enable them to learn in context, promote a higher-order critical thinking skills, provide opportunities for independent and collaborative learning experiences, and involve students in the modes of communication that they would need after high school whether they pursue higher education or enter the workforce.

2. It can be repeated

   Using video as teaching media must be supported by other tools such as laptop and projector to play it. The features of these tools enable the users to repeat, to turn off the video, turn off the sound or to repeat the video.

3. It fosters a better understanding

   According to Zahn et.al, in school-based education, video is often used to enrich regular lessons and as supplement to teacher lectures and explanations in front of a class. In this case, video is a presentation medium used to display information to illustrate and dynamically visualize knowledge to foster a better understanding.

4. It is an authentic material

   With authentic video recordings, foreign language learners have the opportunity to receive "genuine" and abundant language input. (Chen: 1998)

5. It can raise students' attention and interest

   By using video, the attention and interest of learners are raised. (Chen: 1998)

   Before using the video in the classroom, the researcher has to make planning first including analyzing learner's characteristics, stating objective, selecting or modifying the media, utilizing, requiring learner's response, and evaluating, or it is known as ASSURE as stated by Arsyad (2007).

Chen (1998) mentions the general description of learning procedure using the video is:(1) Pre-viewing activity, (2) First time viewing, (3) Follow up activity, (4) Second time viewing, (5) Follow up activity, (6)Last time viewing, and (7) Post-time viewing activity. This procedure is also used in this study with some adjustment to the condition at SMAN 12 Pekanbaru and the materials learned by the students there.

The use of authentic video containing the learning material (transactional text) might be a way of helping the students to improve their speaking ability since it can improve students' vocabulary acquisition, comprehension and grammar (Goldman & Goldman (1988), Koolstra&Beentjes (1999) Koskinen et al. (1985), Markham & Peter (2003) and Neuman&Koskinen (1992) Yuksel (2009) and Larei).

The mainaim of this study was to find out students' speaking ability through teaching English by using video and to find out the effectiveness of using video in teaching English to improve students' speaking ability. And the specific objective of this research is to find out whether the score of students' speaking ability is increased through the use of video or not.

METHODOLOGY

The study was conducted with 34 beginner students in speaking class at SMAN 12 Pekanbaru which was located at Ketitiran Street, Panam, Pekanbaru. The participants of the study were at the first year and taking English as compulsory subject for 2 meeting (each 2 X 40 minutes) every week. There are 14 of the participants were male and 20 were female. The pre-test and post-test required the students to respond to the recorded questions which was read by a

native speaker. The students' responds were also recorded and analyzed. For the treatment, all of the participants were taught by using video for four meetings.

In this study, all of the participants took the same pre-test and post-test prior to and after the treatment. Table 1 illustrates the design of the study.

Table 1. The Design of the Study

Pre-test	Treatment	Post-test
Students responded to the recorded questions.	Student learn about transactional text (introducing expressions, inviting expressions, happiness expressions and giving command)	Students responded to the recorded questions.

All of the tests and treatments were given in the classroom. Laptop, LCD projector and speaker must be prepared first before beginning the lesson. Power Point and Windows Media Player were used to present the material to the students.

Four videos containing the four different expressions which were less than 5 minutes were downloaded from internet sites and used for the learning material. The first videoentitled *Hi! How are you doing and Introducing People and Spelling*. These were two videos produced by *Real English* sites which were joined by the researcher by using *Video Allok Joiner* computer program. The second video entitled *making a date* produced by POD English and English Town. The third entitled *giving news and happy-sad* videos produced by *Hat for Rent* site by Mister Duncan. These two videos were also joined. And the last videoentitled *Classroom Action and Commands Part 8* produced by *Pumpkin* site. The duration of the videos is 2-4 minutes.These videos are containing a dialogue using the expressions learned by the students.

Students' response was scored by using the weighting table of speaking given by Adam and Frith (1979) in Hughes (1989) as shown on the table 2.

Table 2. The Weighting Table of Speaking

Weighting Table							
	1	2	3	4	5	6	(A)
Accent	0	1	2	3	4	5	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total							

To find out students' speaking ability level their total score were classified based on Harris' theory which was shown on the table below.

Table 3. The Classification of Speaking Ability Level

No.	Score	Level of Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

To see the signification of the improvement, the t-test was used to analyze the students' score.

FINDINGS AND DISCUSSION

Before giving the treatment, most of the students were in the level of 'poor' and 'poor to average'. While after giving the treatments, most of the students were in the level of 'average to good' and 'good to excellent'. Table 4 shows the result of students' speaking test.

Table 4. The Result of Students' Pre-Test and Post-Test

Score	Ability Level	Pre-test		Post-test	
		F	%	F	%
80 - 100	Good to Excellent	0	0%	5	14.71%
60 - 79	Average to Good	0	0%	29	85.29%
50 - 59	Poor to Average	7	20.59%	0	0%
0 - 49	Poor	27	79.41%	0	0%

Furthermore, this study also shows the improvement of each aspects of speaking after using the video in the teaching and learning process. The most significant improvement was in 'comprehension' aspect (72.80%), then, followed by vocabulary (56.70%), fluency (50.43%), accent (28.50%) and grammar (27.16%). These data will be shown on the following table.

Table 5. The Improvement of Each Aspects of Speaking

No	Aspects of Speaking	Pre-test	Post-test	Improvement	
				Point	%
1	Accent	2.00	2.57	0.57	28.50%
2	Grammar	17.45	22.18	4.73	27.16%
3	Vocabulary	12.24	19.18	6.94	56.70%
4	Fluency	5.75	8.65	2.90	50.43%
5	Comprehension	8.53	14.74	6.21	72.80%
T. Average (Mean) of Speaking		45.96	67.30	21.42	46.60%

The quantitative data above was analyzed by using t-test. The t-test results revealed students had significant gains from pre-test to post-test. The average score of speaking was 45.96 in pre-test and improved to 67.30 in post-test.As table 5 demonstrates, the improvement was significant (21.38>2.03)

Table 5. The t-Test Analysis Result

Variable	Students	Mean	Increase	SD	$S\bar{d}$	d.f	t.test	t.critical
Pre test	34	45.96	21.34	5.82	1.00	33	21.38	2.03
Post test		67.30						

During teaching and learning process, almost all of the students were joining the activity well. The total average of the students who got involve was 30 students (88.24%), except for the *'Practicing the dialogue in front of the class'* activity, it couldn'tbe joined by all of the students since the limited teaching time. Some of the students' were called by the teacher and the other practiced the dialogue voluntarily until the allocated time was over. Table 6 shows the learning process and students' activeness while following the lessons.

Table 6. Students' Activities during Teaching and Learning Process

No	Students' Activities	1st Meeting		2nd Meeting		3 rd Meeting		4th Meeting	
		F	%	F	%	F	%	F	%
1.	Paying attention to teacher's explanation.	30	88.24%	32	94.12%	34	100%	34	100%
2.	Watching the video for the first time viewing.	31	91.18%	29	85.29%	32	94.12%	33	97.06%
3.	Answering teacher's questions about *who, when, where, what and why*.	34	100%	34	100%	34	100.00%	34	100%
4.	Watching the video for the second time viewing.	29	85.29%	30	88.24%	32	94.12%	34	100%
5.	Answering teacher's questions about the expressions used in the video.	34	100%	34	100%	34	100.00%	34	100%
6.	Watching video for the last viewing.	27	79.41%	29	85.29%	31	91.18%	32	94.12%
7.	Making a dialogue	34	100%	31	91.18%	34	100.00%	34	100%
8.	Practicing the dialogue in front of the class	14	41.18%	10	29.41%	14	41.18%	16	47.06%
T. Average		**29**	**85.29%**	**29**	**85.29%**	**31**	**91.18%**	**31**	**91.18%**
		30 students (88.24%)							

The results of this study revealed that the use of video can improve students' speaking ability significantly from pre-test with average score 45.96 to post-test with average score 67.30. Among five aspects of speaking, 'comprehension' was the aspect improved most by the use of this media, and followed by 'vocabulary', 'fluency', 'accent' and 'grammar'.

Furthermore, video is also an effective media to support teaching and learning process to get a better result. The treatment observation data showed that almost all of the students (30 of 34 students) joined the activity well. This was because the videos are media that can raise students' interest and attention (Chen: 1998) and containing paralanguage that can facilitate students' comprehension.This study emphasizes that it is really important to teach language to the students from the context (Chun: 2005) and using authentic materials (Chen: 1998) so that they know how to be a good speaker and automatically their speaking ability is also improved.

CONCLUSION AND SUGGESTION

The use of video in teaching English can improve students' speaking ability with significant score improvement and it is also an effective media to support teaching and learning process.

When the findings of this study are interpreted, it can be argued that viewing the video has helped theparticipants of the current study develop their speaking ability specifically to foster a better understanding as stated byNational Capital Language Resource Center (2010) these videos could be used to teach oral proficiency in a variety of ways and the activities could focus on different aspects of speaking, which is supported by Zahn, et.al, who states that video is a presentation medium used to display information to illustrate and dynamically visualize knowledge to foster a better understanding. Video is also an effective media that support teaching and learning process as mentioned by Chen (1998) and Chun (2005) above.

The main focus of this study was to find out the students' speaking ability through the use of video and to find out the effectiveness of using video as teaching media. Further research can be conducted to examine the effects of using video to the other language skills including listening, reading and writing.

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