

THE EFFECT OF ENGLISH VIDEOS ON STUDENTS' SPEAKING ABILITY AT SMK HIDAYATUL MUBTADIN SINGOSARI MALANG

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Abstract

Speaking is the hardest aspect of learning English for most people. Some factors contributed to problems in speaking English, such as boredom with the media used in the teaching and learning process, having difficulties in understanding the materials or remembering the English words; students require a media that can capture their attention and provide comfort while learning to speak English. English video is one of media used to teach students' speaking skill by fun. And the purpose of study is covered by one research questions to figure out; "Does Using English Videos affect Students' Speaking Ability at SMK Hidayatul Mubtadiin Singosari Malang ?" . To cover up this questions, the researcher selected senior high students as the participants and divided into control and experimental group. To collect the data, the researcher selected a video as the media and scale questionnaire to know students ability of watching videos toward their speaking ability. The research finding shows significant results of effectiveness of teaching speaking skill using videos. The computation data using independent t-test show the sig-value of equal variances assumed is $0.00 < 0.05$ which means that H_0 is rejected while H_1 is accepted. It can be inferred that teaching speaking (procedure text) using video as the teaching media is effective for students' speaking improvement. It is clearly shown that the experimental group gained higher mean with 85.57 with SD 3.668 than control group with 77.05 with SD 5.054. This result is also supported by experimental group post test score that 67% of got grade A (Excellent) and 33% got grade B (Good). From those findings, it can be concluded that teaching speaking skill using video is proven as effective way to teach students' speaking skill.

To avoid misunderstanding, this study provides the readers definition of each variable which become the focus of the study, those are; students' perception, watching videos, fun games, and vocabulary mastery.

Keywords: English Videos and Speaking Ability.

INTRODUCTION

One of the most important aspects of communication is language. Everyone can communicate with others by using language, the ability to convey their thoughts, opinions, and anything else that comes to mind. There are many languages in the world, in addition to national languages. English language, as an international language, is one of them. Listening, speaking, reading, and writing are the four skills that make up the English language. However, in this case, the researcher is primarily concerned with speaking skills.

Speaking is the means where a language is communicated. According to Muna (2011), speaking is a two-way process of oral communication between the speaker and the listener that requires both the producing skill of speaking and the receptive skill of understanding (listening with understanding).

Speaking is the hardest aspect of learning English for most people. Some factors contributed to problems in speaking English, such as boredom with the media used in the teaching and learning process; students require a media that can capture their attention and provide comfort while learning to speak English.

Based on the review of Alnakhalah (2016) about speaking complexities, the students have various problems such as: lack of fluency proven by incomplete discourse, limited vocabulary mastery, structure errors, and pronunciation errors. In case of the classroom condition, it also has certain issues, such as: 1) when students were required to present in front of the class,

they grumbled. They requested their other friends to switch them out, which caused the class to become extremely loud. 2) During the teaching-learning process, the students were also not focused and active. 3) During the teaching-learning process, the students did not pay attention to the teacher's explanations. 4) They lacked the bravery to express themselves freely when the teacher gave them the opportunity. 5) The learning method was tedious because the teacher simply instructed the students to practice from the book.

Evaluating from speaking teaching and learning cases above, it is required motivational and non-boring learning media in the teaching and learning process. According to Guan, Song, and Li (2018), employing multimedia technology can boost students' interest in learning, and by employing useful and auxiliary teaching tools, teachers' teaching chores become much easier, and teachers' enthusiasm for teaching is recalled. Additionally, YouTube video is one of the media used in the teaching and learning process, particularly in speaking.

Related to the previous explanations, the researcher intended to prove the alternative and null hypothesis by conducting quantitative research entitled “The Effect of Using English Procedure YouTube Video on Students’ Speaking Skill at SMK Hidayatul Mubtadiin Singosari Malang”.

REVIEW OF RELATED LITERATURE

The Definition of Speaking

Byrne (1997) defines speaking as two-way oral communication between the speaker and the listener (or listeners). It includes both the productive and receptive skills of speaking and understanding (or listening with understanding). Hornby (1995) defines speaking as talking or saying something about something. Speaking, he adds, can be described as knowing and being able to utilize a language, as well as giving a speech to an audience. Mustikawati (2013) stated that speaking is equally crucial in the development of young learners. Speaking is an ability that is taken for granted, according to another expert from Fulcher in Mustikawati (2013), because it is learnt through a process of socialization and communication. Meanwhile, speaking, according to Vadlamani et al (2001), is the active use of language to express meaning such that other people can understand it. While Allen remarked in Selfia (1987) that learning to talk is a lengthy process. To begin, students must carefully copy and mimic the teacher's models. They may learn simple sentences to boost their confidence in their ability to communicate in the second language. They can work on sentence practice and oral drill. These activities serve as a warm-up for actual discourse, hence they may be considered a word.

Based on the previous explanations, the researcher concludes that speaking is the most crucial skill to learn in order to communicate with others and explain our ideas in a way that the listener can understand.

RESEARCH METHOD

In this chapter, the researcher discusses some matters about research design, population and sample, instrument of the study, data collection, and data analysis.

A research design is essential as the guide to carry out the study because the right research design helps the researcher to obtain the good result in the study and avoid errors in the research process. In the current study, true-experimental research is applied. The researcher selected two groups (experimental group and control group) randomly with the same quantity of participant (N) to be given different treatment, experimental group taught video, while the control group given conventional technique.

The population of this study is the second grade students of SMK Hidayatul Muhtadiin Singosari Malang. The second grade students are chosen because they are considered suitable for this research. The total classes of the second grader students of SMK Hidayatul Muhtadiin Malang are five classes. The total number of population in the study was 120 students consisting of male and female students.

Due to the large number of population, the researcher got only two classes with 21 students in each class as sample for the subject of study. In the current study, the researcher does not have full access to the participants, so the best sampling technique was using convenience sampling technique to select the participants. It gives some advantages, such as reducing the cost for data collection and hastening the research process. As suggested by the

teacher, the 42 students of class XI A and XI B class are chosen as the sample of the study.

The instruments of this study are pretest and posttest with some questions about procedure text. To get the good instruments, the researcher validated the instruments in form of (Lesson plan, flashcards and video as teaching media, Oral Proficiency Scoring Categories) to the English teacher.

Additionally, the researcher adapted a questionnaire from Khothori & Suzanne (2020) about “*Students’ Perception on the Video Used by English Teachers as Instructional Media*” to know how their perception of the method used.

First of all, the researcher calculated the students’ pretest and posttest score and compared those data using SPSS program *version 25* with *Independent Sample T Test*; otherwise, the researcher had to find out the distribution normality and homogeneity of the data as the requirements of using *Independent Sample T Test*.

FINDINGS AND DISCUSSIONS

This chapter contains of all the computation results of data gained from the observation and elaborately discussed in detail to figure out the research question about the effectiveness of teaching procedure text using video as the teaching media.

This section elaborates the process of data collections from the observation of experimental group and control group. To figure out the research problem of this research, the researcher used several instruments to

collect the data, those are; Lesson Plan, Question Test (pre-posttest) and scoring rubric. Based on the data analysis process that has been stated in chapter III, there are three steps to get valid data, those are; Normality test, homogeneity test, and hypothesis testing. After gaining the data, the researcher started to input the data into SPSS to find out the results of normality test, homogeneity test, and finally hypothesis testing. Based on attachment 5. By this result, the researcher continued to do hypothesis testing to find out whether teaching using video affects students' speaking ability or not.

The normality test with sig-value value (*pretest experimental group .200, posttest experimental group .400, pretest, control group .200 and posttest control group .075*) is higher than 0.05 while homogeneity test .607 higher than 0.05, the researcher used independent t-test to find out the significant results of using videos in teaching speaking skill as illustrated below:

Table 4.1 Descriptive Statistics of Independent t-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error
					Mean
Speaking Score	Video Treatment	21	85.57	3.668	.801
	Conventional Treatment	21	77.05	5.054	1.103

Based on the "group statistics" output table above, it is known that the number of speaking score data for Video Treatment is 21 students, while for the Conventional Treatment group there are 21 students. The students' average speaking score or mean for Video Treatment is 85.57, while for Conventional Treatment is 77.05. Thus, statistically descriptive, it can be

concluded that there is a difference in the average speaking score of students between Video Treatment and Conventional Treatment. Furthermore, to prove whether the difference is significant (significant) or not, we need to interpret the output of the following “independent samples test”.

Table 4.2 Independent Sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
Speaking Score	Equal variances assumed	.269	.607	6.254	40	.000	8.524	1.363	5.769	11.278
	Equal variances not assumed			6.254	36.494	.000	8.524	1.363	5.761	11.287

Based on the output above, it is known the value of sig. Levene's Test for Equality of Variances is $0.607 > 0.05$, which means that the data variance between Video Treatment and Conventional Treatment is homogeneous or the same. So that the interpretation of the independent sample test output table above is guided by the values contained in the "Equal Variances Assumed" table.

Based on the output table “independent samples test” in the “Equal Variances Assumed” section, the sig value is known. (2-tailed) of $0.000 < 0.05$, so as the basis for decision making in the independent sample t test, it can be concluded that there is a significant (significant) difference between the average speaking scores of students in the Video Treatment and Conventional Treatment groups.

Furthermore, from the output table above, it is known that the "Mean Difference" value is 8.524. This value shows the difference between the average speaking score of students in Video Treatment and the average speaking score of students in Conventional Treatment or $85.57 - 77.05 = 8.524$ and the difference between these differences is 5.769 to 11.278 (95% Confidence Interval of the Difference lower-upper).

Interpreting significance value of data function is to figure out the research problem of this study. When the sig-value is >0.05 , the H_1 is accepted; however, when the sig-value is <0.05 , the H_0 is accepted. Looking backward to homogeneity test, since the data is homogenous, the focus point is at equal variances assumed. Interpreting significance value, if it is higher than 0.05 (Sig > 0.05), H_0 is accepted while if it is lower than 0.05 (Sig < 0.05) H_0 is rejected (Priyatno, 2008:77). Furthermore, sig-value of equal variances assumed is $0.00 < 0.05$ which means that ***H₀ is rejected while H₁ is accepted***. It can be inferred that teaching speaking (procedure text) using video as the teaching media is affective for students' speaking improvement.

It is also proven by highlighting the $t\text{-value} > t\text{-table}$ $6.254 > 2.021$ which means that ***Ho is rejected while Hi is accepted.***

CONCLUSIONS AND SUGGESTIONS

In this section, the researcher sum up all the results of the study from chapter I to IV in two points, conclusions and suggestions. The suggestions are forwarded to the teachers and further researcher.

This research aims to investigate how effective video utilization in teaching speaking skill in term of procedure text with two interpretations or hypotheses; Hi (There is effect of using English procedure YouTube video on students' speaking skill at SMK Hidayatul Mubtadiin Singosari Malang) and Ho (There is no effect of using English procedure YouTube video on students' speaking skill at SMK Hidayatul Mubtadiin Singosari Malang).

The findings of this study show that the sig-value of equal variances assumed is $0.00 < 0.05$ which means that Ho is rejected while Hi is accepted. It can be inferred that teaching speaking (procedure text) using video as the teaching media is affective for students' speaking improvement. It is supported by the outputs of experimental group posttest that 67% of experimental group students got grade A (Excellent) and 33% got grade B (Good) for their speaking score after being taught using video treatment. The mean of experimental group posttest also shows higher than the control group posttest that $85.57 > 77.05$. All those findings are also supported by their

positive responses of perceptions toward video utilization in learning speaking skill.

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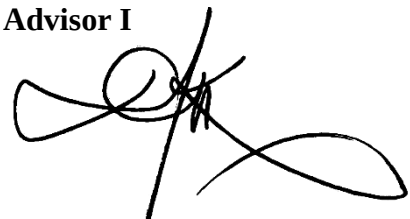
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Advisor I

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