

**IMPROVING STUDENTS' SPEAKING SKILLS BY USING VIDEO CLIPS
FOR SEVENTH GRADE STUDENTS' OF SMP N 02 JOGONALAN
KLATEN IN ACADEMIC YEAR 2018/2019**

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ABSTRACT

The aim of this research was to improve the speaking ability of grade VII C students at SMP N 02 Jogonalan, Klaten, in the academic year of 2018/2019 by using video clips.

This research was classified into action research which was conducted in two cycles with two meetings in each cycles. The main subjects of this research were 32 students of class VII C at SMP N 02 Jogonalan, Klaten. The research procedure was reconnaissance, planning, action, and reflection. The data obtained were qualitative and quantitative. The qualitative data were gained from the observation and the interviews with both the English teacher and the students. The data were obtained into field notes and interview transcripts. Meanwhile, the quantitative data were gained from the speaking tests that were conducted from pre-test and post-test in every cycle. The action implemented in this research were implementing the use of video clips, giving more explanation related to grammatical rules, pronouncing word corretly, and providing activities that enable the students to enrich their vocabulary, preparing worksheets for the students, and making use of the LCD projector optimally.

The results of the research show that implementation of the video clips in the English teaching and learning process improve the students speaking skills. From the expressions used in the video clips, the students could pronounce word correctly and get a new vocabulary. They could perform confidently, more bravely, and not nervous during the speaking process. Moreover, their motivation and their anthusiasm in English learning also improved. Furthermore, after comparing the scores of post-test 1 and pos-test 2, there was an increase from 61,67 to 79,59.

Key words: Video clips, Media, Speaking Skills.

I. INTRODUCTION

A. Theoritcal Review

In Indonesia, English is a lesson that taught as one of obligatory subject for students. to improve students' communication competence is done by teaching and

learning English. The important purpose of learning English is for students to use it for communication. What's more, the current curriculum in Indonesia is the 2013 Curriculum where English is taught from the elementary level. This means that middle school students need to learn English more actively.

English learning is focused on listening, speaking, reading, and writing skills. Speaking is one of important aspects in language learning. Brown (2001) argues that speaking is not a single skill, but speaking is an interactive process for constructing meaning that involves the production, reception, and processing of information. Thus, speaking is a language skill which is necessary to be mastered by students.

Speaking is one of the skills in learning English that has to be mastered by the students. Therefore, a teacher should know the definition of speaking first and delivered it to the students. Many experts define speaking in different ways. Brown and Yule (1989:14), state in their book, "Speaking is to express the need-request, information, service, etc". Thus, speaking is a language skill which is necessary to be mastered by students. Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Harris, 1974).

To improve the students' speaking skills, it would be effective if used some media that suitable. So, the researcher found the media that will improve the students speaking skills by using video clips. According to McKinnon (2011) in Muniandy and Veloo (2011: 175) acknowledge that "video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning". Cole and Corrie (2000) in Gromik (2008) offer evidence that showing video in the classroom allows the instructors to expose the students to authentic cultural information. It means that video can be used in teaching English because video can provide great visual stimuli through their combination of illustration, sounds, graphics, and texts.

According to Alessi (2001 : 538), "video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for

example, it is hard to show a student the effects of body language on communication using only explanation or picture". Video here has also been included for motivational reasons.

According to Harmer (2001), there are three basic types of video. They are off air programmes, real world and language learning videos.

1. Off air programmes

This means that programs recorded from television channels must involve our students, and of reasonable length. We also have to consider the completeness. Based on the level of speaking, some off-air videos are also very difficult for students to understand, especially where accents that are specifically marked are used or where there is high slang or local languages. The best programs and quotes are those that we can use for various activities including predictions, cross-cultural awareness, language teaching, or as a driver of student creativity.

2. Real-world video

There is no reason why we and our students should not use separately published video recordings such as feature films, exercise books, wildlife documentaries or comedies that are provided because there are copyright restrictions to do this.

3. Language of learning videos

The main advantage of specially created videos is that they have been designed with students at a certain level in mind. Students will be more comprehensive, designed to attract students' interests and multi-use

topics because they can not only be used for language learning, but also for other activities as well.

The danger of language learning video, however, is that the quality test failed because the production is poor, the situations and the language are inauthentic, or the content is too simple. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

Harmer (2001) states that there are many advantages in using videos in the teaching and learning process such as :

- 1) Seeing the language used, students not only hear the language but they can also see it. They can find out the general meaning and mood conveyed through expression, movement, and other visual clues.
- 2) Cross-cultural awareness, which allows students to see situations outside their classroom. The video also gives students the opportunity to see things like what kind of food people eat in other countries and what they wear.
- 3) The power of creation, when students use their own video cameras, they are given the potential to create something memorable and enjoyable.
- 4) Motivation, most students showed an increased level of interest when they have the chance to see the language is not used as they hear it, and when this is coupled with a lack of communicative.

B. Review of Relevant Studies

There are some previous studies done by the researchers showing that the use of video clips in English teaching and learning process can improve students' speaking skills. Ragil Safitri (2014) entitled "*Improving the Students' English Speaking Skill in Class XA of State Senior High School 1 Gamping Through Videos in the Academic Year of 2013/2014*" conducted a reserach in SMAN 1 Gamping on October, 2013, during the first semester of the academic year of

2013/2014. Her research study was successful to improve the students' English speaking skills. The actions which are carried out in two cycles were effective in improving students' motivation, self confidence, and some speaking aspects. The use of videos also could give good speaking model for students in using certain expression in certain situation and also help the students in developing their speaking skill in the real word context.

The next relevant studies were written by Christine Canning and Wilson for the Center of Excellence for Research and Training, Higher Colleges of Technology entitled "*Practical Aspects of Using Video in the Foreign Language Classroom*". Canning (2000) explains that video provided visual stimuli such as the environment and the situation that could lead students to generate prediction, speculation, and a chance to active the background schemata when viewing a visual scene is re-enacted. Language found in video could help non-active speakers to understand step patterns.

Furthermore, a journal written by Dr. Samir M. Rammal (2005) "*Using Video in the EFL Classroom*" from Birzeit University supports the theory that the use of videos can be very beneficial for the teaching and learning process. He suggests that videos can be a very useful source assets for the language teaching and learning process because they combine both fun and pedagogic instructions that reflect real interaction by employing video-taped materials. The teachers can always create an indefinite number of language teaching activities.

So, there are so many researchers said with different results. Some of them said that the used of media was effective but some of them said that it is not effective because it depends on the students who want to study.

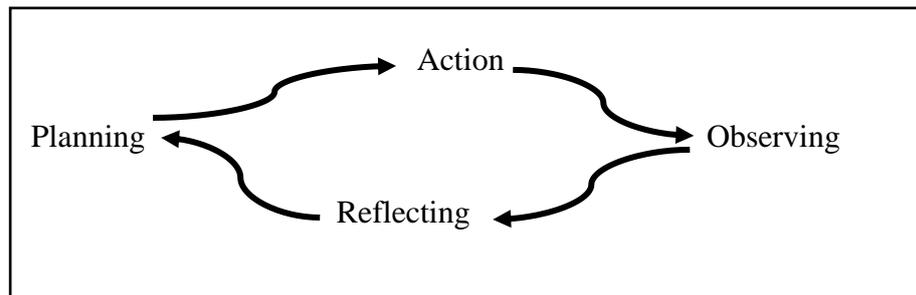
II. RESEARCH METHOD

This research has an aim to improve the students' speaking skills by using video clips as a teaching media. So, this research can be categorixed into a classroom action reserach. According to Wallace (2006), Classroom Action

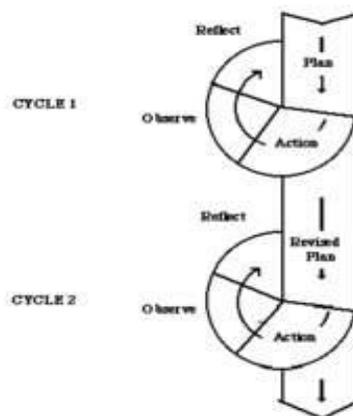
Research (CAR) is a type of classroom research carried out by the teacher in order to be solved problems or to find answer toward context-specific issues”. According to Jean (2006), “action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work. a research that becomes increasingly significant in contemporary professional teaching practice”. This study used the Classroom Action Research which applied the video clips as a teaching media.

Classroom Action Research is useful because it is aimed increase the outcomes of teaching and learning. It helped the teacher to understand more the process of learning.

The process of action research which is conducted can be seen as follow :



The researcher followed some steps in the cycle of an action research as suggested by Kemmis and McTaggart (1988).



In this research, the researcher collected the data based on the procedure of classroom action research by Suharsimi Arikunto (2010) namely cycle I and cycle II. Cycle I carried in two meetings and cycle II also carried in two meetings. Each cycle had four steps namely planning, action, observation, and reflection. At the end of teaching and learning process in each cycle the researcher also conducted a test (post-test) to know the improvement of students' speaking skill in using English.

III. RESULTS AND ANALYSIS

To know the best score of the students' speaking skill the researcher together with the collaborator conducted the test. The students' performance then observed and evaluated based on the scoring rubric with speaking indicators on it : pronunciation, grammar, vocabulary, fluency, and comprehension. The result of the test showed that the average of the students' speaking test was only 45,83. In other word, the level of the students' speaking skill was not yet satisfactory. The students still had difficulties in expressing their ideas, opinions, or explaining and describing something. Next the researcher applying arranged the lesson by applying communicative activities in a group discussion in cycle I. The implementation of the action in the first cycle was done in two meetings.

At the end of cycle I, the researcher analyzed the interview transcripts and the observation checklist, the researcher found that some students got trouble in pronunciation and vocabulary. Their problems were still in all components of speaking.

The major mistakes is made by the students were terms of grammar. Basically, the mistakes occurred because the students translate Indonesia into English word by word. Whenever the students translated Indonesian into English, of course, they would not use correct expression of grammar. In other words, they use unsuitable patterns of grammar.

In terms vocabulary, many students had difficulties in choosing accurate words in expressing their ideas. Next point is about the students' skill in fluency and comprehension. In term of fluency, the students had problems in speaking

smoothly. And the comprehension, when the researcher give some task to the students, teh researcher should repeat the instruction two untill three times.

At the end of cycle II, a lot of students began to have good motivation toard speaking. they began to enjoy the discussion and didn't afraid of making mistakes. Some students to began actively sharing and building ideas, giving opinion confidently.

In short, the finding indicated that teaching speaking by using video clips at seventh grade students of SMP N 02 Jogonalan Klaten improved the students' speaking skill. The improvement of the two cycle can be seen at the following table :

The Average of Students' Speaking Skills improvement

Action	Mean	Degree of Improvement
Pre-test	45.83	-
Cycle I	57.70	11.87
Cycle II	78.75	21.05

The table above shows that the mean score of cycle I 57.70 was higher than Pre-test 45.83. It can say that the score was improved after applying the video clips as a media in improving the students' speaking skill. Afterward, the students score in cycle II 78.75 is hhigher than cycle I 57.70. It can indicate that the video clips as a media in improving the students' speaking skill.

IV. CONCLUSION

The first conclusion is that video clips can be used to improve their speaking ability. Improvements can be seen through several points. The first point is the ability of students to improve their pronunciation results speak. The second point is the increase in students can be seen clearly from the average value of the pre-test,

post-test and post-test 1 2. In the pre-test, the mean score of students is 45.83, the first post-test mean value the average score was 61.67, while in post-test 2 the mean value was 79.59.

The second conclusion is that the application of video clips speak improve teaching quality and student motivation in learning to speak. It can be seen from the positive attitude of students towards speaking. It was shown from their activeness in class. Compared to their activities in cycle I, they appear to be more active in cycle II. They also enthusiastically spoke what was asked by investigators to speak. They are no longer afraid of making mistakes because they know that their teacher will give feedback to them and they will be given the opportunity to correct the error.

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