

THE INFLUENCE OF USING SHORT VIDEO TOWARDS THE STUDENTS' SPEAKING SKILL AT GRADE VII OF SMPN 22 BANDAR LAMPUNG

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ABSTRACT - The main objective of this research was aimed to identify whether the use of short video was influence in improving the students' speaking skill. The population was the first year students of SMPN 22 Bandar Lampung in academic year of 2014-2015 with a total number of 165 students. Out of this population, 54 students were taken as sample. There were two groups, each of which consisted of 27 students. One class became the experimental, while the other one became the control group. Different treatments were given to both groups, that was short video given to the experimental group while the control group taught by traditional teaching. The test of speaking was the instrument and then administered in two sections: pretest and posttest. The score obtained was analyzed by using t-test formula. The experimental data revealed two important results. First, adopting a technique of short video technique could significantly improve the students' speaking skill because it was supported by sounds and pictures. The result obtained from experimental group revealed that short video performed better on the post test. Second, the final findings of this research were formulated. From the t-test calculation of the pre-test of experimental group was 1,416 and the post-test was 1,914. Whereas in control group the result of pre-test was 1,239 and the post-test was 1,522. The result of this study showed that the students taught by using short video technique got better ability. By calculating the scores of the t-Test, the result was $P_{value} 1\% = 2,68$, $P_{value} 5\% = 2,01$. Moreover, the t-Test value was 6,92. It is described clearly that the t-Test value was greater than p value. This meant that the application of short video technique was very effective. Therefore, it could be concluded that short video technique improved the students' speaking achievement.

keywords: Speaking Achievement; Video; Short Video

1. INTRODUCTION

1.1 BACKGROUND

English is one of the main subjects in Junior high schools. There are four major skills which have to be taught in the English teaching and learning process. They are listening, speaking, reading and writing. Chaney (1998:13) states speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

Speaking is often considered as the most difficult to be learned by the students because speaking involves all aspects in English language, like vocabulary, grammar, fluency, and pronunciation. The student understands the language and knows a lot about grammar and vocabulary. On the contrary when they have to speak, they seem to be at loss all the vocabulary they know. This is also a problem usually other people face in learning English. According to Tatham and Morthon (2006: 273) many people report that they can understand a language but they cannot speak it. The students have some problems, like lack of self confidence, fear of making mistake, and lack of vocabularies and grammar. Thornbury (2006) states that essentially, learner speaker faces two main areas of difficulties, namely knowledge factors and skill factors that affect other factors such as lack of confidence, lack of vocabulary and so on.

Commonly students have difficulty to speak English. They think that speaking is a tough task for them. They cannot express their thoughts as free as they speak Indonesian. One of the reasons is because the English teacher still conducts the inappropriate

technique namely traditional teaching in teaching speaking. It is a huge problem if it is not solved by the teacher through a good technique. In brief, a teacher as an educator has to use good technique in teaching learning process (Neha Maria Joy Sahyadri, 2011). Responding to the problems, there are many ways to encourage students to overcome their problems. The first one is a way that the teachers do to the students. It is considered necessary for the teachers to force the students only to speak English during the class of the lesson. The teacher himself must be able to convince his students to be bold enough to speak English. It has no matter if they have very bad grammar. Just say whatever the students want to say. Also the teacher must convince the students that making errors is a normal thing in learning. This way raises the students' confidence in speaking English. It is better if the teacher give no correction every time about the students' errors, but teacher should give feedback and explanation for every error after the students finish their speech.

In that case, appropriate teaching technique is an excellent solution. The technique should be able to help the students understand how to express their message in speaking. There are some techniques that can be used in teaching speaking. One of the teaching techniques that can motivate in teaching speaking is video. As media, video can help English teachers to deliver the materials and convey the message. It also motivates students as well. Surpriantna (2009:4) states the use of video in learning can provide a meaningful experience for students. Video can be used to support learning process in the classroom. Using short videos

to the student can help them to play their imagination based on the words and pictures. Short video also helps the students be active in the classroom. They try to guess what the passage of the story is about. Teaching English by using short videos has good result. Video can improve students' motivation and their speaking skill. The visual descriptions provided by the video give some clues to convey the message to the students and make the students easier to understand the materials. The visual clues include situation, environment, gesture, facial expression, and so on.

Canning Wilson (2000) states that images contextualized in video can help learners see the direct meaning in terms of vocabularies recognition in their mother tongue. Besides, video can create link between students in the classroom and society, can be related to students' personal experiences, contains a lot of vocabularies, communicative language and cultural context, entertains students and is simple to use. Video can create fun environment in learning English and motivate students to learn.

Therefore, the researcher decided to conduct a research to improve the speaking skill of seven grade students at SMPN 22 BANDAR LAMPUNG by using short video. The researcher, the English teacher and the students worked collaboratively to identify and find the solution.

1.2 FORMULATION OF THE PROBLEM

Based on the background above, the problem of the research is formulated as follows: Is there any influence of using video towards students' speaking skill?

In this case, the researcher concerns with the title: the influence of using short video toward the students speaking skill study at VII grade of SMPN 22 Bandar Lampung in academic year 2014-2015.

1.3 OBJECTIVE OF THE RESEARCH

Based on the research statement, this particular study aims at finding out the influence of using short video toward the students speaking skill study at VII grade of SMPN 22 Bandar Lampung in academic year 2014-2015. It is done by the researcher after checking their speaking skill by using short video. It decreases the difficulties to find out the influence of video towards students' speaking skill.

1.4 SCOPE OF THE PROBLEM

The scope of research is the limitation of the study. The study is limited to the subject, the object and the place investigated. The subject of this research is the students at grade VII of SMPN 22 Bandar Lampung 2014/2015. The subject only consists of two classes; one experimental class and one control class. The object of this research is the students' skill in speaking. The place of the research is at SMPN 22 Bandar Lampung of the second semester in April 2015.

1.5 THE BENEFITS OF THE RESEARCH

This research is expected to give a valuable contribution to the following parties:

1. To the students

The results of this study is suggested to apply the video technique to increase the students' competence in English speaking skill.

2. To the English teachers

It is expected that the English teacher can improve the quality of teaching speaking by using videos for the students.

3. To the school

It would function as the first step to be efforts in improving students' speaking skill.

2. MATERIAL AND METHOD

2.1 DEFINITION OF VARIABLE

A variable was a characteristic, a number, a quantity that increases or decreases over time, or takes different values in different situations. Two basic types were independent variable and dependent variable. The operational definitions of variables in this research were video and students' speaking skill. Video was applied technique of teaching speaking in this research. Moreover, students' speaking skill was the ability in expressing ideas and thought in spoken test.

2.2 VARIABLE OF RESEARCH

There were two variables of the research. They were independent and dependent variable. The independent variable is video (X), and dependent variable is students' speaking skill (Y).

2.3 POPULATION AND SAMPLE

In this part, the population and sample were mentioned clearly.

2.4 POPULATION

The population was grade VII students of SMPN 22 Bandar Lampung. The numbers of the population were 165 students. It was divided into six classes (VII.a, VII.b, VII.c, VII.d, VII.e, VII.f). Each class consisted of ± 27 students. Two classes were taken to be experimental and the control group.

2.5 SAMPLE

The sample of the research was determined with cluster sampling technique because it was the most appropriate technique to take the sample. It was chosen based on no factors as long as all probabilities had an equal chance of being selected. The six classes were shuffled to choose two classes consisted of one as the experimental group and other class as the control group. Each class consisted of ± 27 students. Class VII.a and VII.c were found as the classes to be investigated. The experimental group was class VII.a, which was taught by using video, and the control group was class VII.c which was taught by using traditional teaching.

2.6 RESEARCH CONTEXT

SMPN 22 Bandar Lampung was located at JL. Z.A. Pagar Alam No. 109 Bandar Lampung. The headmaster of SMPN 22 Bandar Lampung was Dra. Hj. Rita Ningsih.MM.

2.7 RESEARCH PROCEDURE

In conducting the research, the research procedures were used in the experimental and the control group. The procedure of this research was described into

some steps. They were determining the population and sample, selecting the materials, doing the pre-test, the treatment, and the post-test.

Cluster sampling technique was used to get sample. Class VII.A was the experimental group, and class VII.C was the control group. The sample for class VII.c consisted of 27 students, and 27 students for class VII.a. Selecting the materials was done next. In selecting materials, the syllabus in the second semester of grade VII was adopted. Arranging the test instrument was done after selecting the materials. It used their speaking skill.

In the pre-test, two pre-tests were administered in order to find out the students' current speaking skill before the treatment. In the test, the students' were asked to speak out in about 10 minutes. The spoken test was about particular topic, such as describing famous person.

Next, the treatments were conducted twice a week. Each meeting was held in 90 minutes. In that treatment, the speaking was taught using video technique in the experimental class., and traditional teaching in control class. The topics in the speaking were particularly the given topics in the pre-test.

The last, two post tests were conducted after the treatment. In this test, the students were asked to make group to speak based on the particular topics in 10 minutes then calculated the result of the test to find out the influence of using video toward students' speaking skill. And the last, reporting the result of the research.

2.8 RESEARCH INSTRUMENT

The speaking test instrument was used to get the data. The speaking test was chosen because the understanding of the students' ability was required to explore their thoughts and ideas. It was related to particular topics. It was describing famous person.

2.9 DATA COLLECTION

Data collection was defined as a collection of data from surveys, from independent, or networked locations via data capture, data entry, or data logging. The pre-test, the treatment, and the post-test were the data collection of this research. They were attempted to find out the influence of using video toward students' speaking skill. The data was collected incorporating the pre-test and the post-test for the experimental group and the control group. Two pre-tests were administered before the treatment to experimental and control group. The test administered was a spoken test. The respondents were asked to speak based on the topics given.

The treatment was administered after pre-test. The treatment by using video technique was designed for experimental group. Control group was treated with traditional teaching. After that, two post-tests were administered for control group and experimental group. In the post test, the students of experimental group were instructed to speak out using video. They were divided into groups, where in each group consisted of two or more students. They had ± 10

minutes to speak based on the particular material given by the teacher.

2.10 DATA ANALYSIS

In term analysis was the cyclical process of collecting and analyzing data during a single research study. The process of evaluating data using analytical and logical reasoning to examine each component of the data provided using statistic. Evaluating the data taken through pre-test and post-test must be done. The result of tests of the experimental group and control group statically was analyzed using t-test for two group design in order to find out if there was a significant difference between the means of the two groups. The formula of t-Test for two group design was presented as the figure below.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$
$$df = (N_x + N_y - 2)$$

Figure 1. the equation of t-test two group design

Description:

M is the mean of the group result, X is Deviation of (X_1) and (X_2) of control group, Y is deviation of (y_1) and (y_2) of experimental group, DF is degree of freedom, N_X is the number of the students in control group, and N_Y is the number of the students in experimental group.

3. RESULT AND DISCUSSION

In conducting this research, there are some points discussed. They are the research subject, the sample of the research, the tests of the two variables and the calculations from the students' results of the tests. In this research, the research subject is the students of grade seven of SMPN 22 Bandar Lampung in the second semester in March 2015. The population and the sample were determined in March 2015 where the sample of the research was taken using a cluster sampling technique. The sample consists of 27 students from the population 165 students. The sample was taken from the lists of classes by suffling. Two classes were taken from six classes. The two classes are VII A and VII C.

Class VII A was selected to be the experimental group to be taught using short video and class VII C was selected as a control group to be taught using traditional technique. The pre-test for experimental group and control group were conducted after choosing the sample. Next, treatment was attempted for experimental group and control group which were given for four times. Then, post-test for two groups were administered after the treatment had been carried out.

The result of pre-test and post-test was statistically analyzed using t-Test in order to know the influence of using short video towards the students' speaking skill of grade seven of SMPN 22 Bandar Lampung. The t-Test for two group design is appropriately adopted in

some steps to calculate the result of t-Test. The steps are calculation of the scores of pre-test and post-test of experimental group, calculation of the scores of pre-test and post-test of control group, calculation of

both to find out the score of experimental group (y) and y^2 , calculation of both to find out the score of control (x) and x^2 . First, the researcher calculated the scores of pre-test and post-test of experimental group

Table 1. Calculation of pre-test and post-test of experimental group (y)

Experimental Group (y)				
Subject	Pre-test (y_1)	Post-test (y_2)	Y	y^2
1	56	74	18	100
2	58	71	13	169
3	45	65	20	441
4	56	70	14	196
5	65	90	25	400
6	46	64	18	324
7	50	70	20	784
8	63	85	22	625
9	54	68	14	256
10	56	76	20	484
11	60	80	20	324
12	56	70	14	36
13	40	65	25	484
14	48	66	18	324
15	56	76	20	400
16	50	65	15	100
17	53	78	25	256
18	43	60	17	100
19	54	74	20	484
20	54	70	16	256
21	46	72	26	400
22	48	64	16	324
23	45	63	18	676
24	46	65	19	196
25	45	68	23	441
26	60	70	10	81
27	63	75	12	196
N = 27	$\sum y_1 = 1,416$	$\sum y_2 = 1,914$	$\sum y = 498$	$\sum y^2 = 9,648$

In table 3.1 there were 27 subjects. The score of control group (y) was gained from the score of post-test (y^2) which was reduced by the score of pre-test (y^1). The summary of pre-test ($\sum y_1$) is 1,416, post-test ($\sum y_2$) is 1,914, and the score of experimental group (y) is 498. The scores of experimental group (y) was multiplied by 2 to gain square score (y^2). The summary is 9,648.

Fourth, after getting the results of pre-test and post-test which were administered for control group (x), the researcher calculated both of them to find out the score of control (x) and x^2 . The calculation of pre-test and post-test of control group (x) is presented in the Table 4.6 below:

Table 2. Calculation of pre-test and post-test of control group (x)

Control Group (x)				
Subject	Pre-test (x ₁)	Post-test (x ₂)	X	x ²
1	50	64	14	324
2	48	50	2	4
3	46	60	14	196
4	60	78	18	484
5	36	46	10	324
6	40	42	5	16
7	45	50	5	196
8	30	46	16	256
9	50	68	18	200
10	40	50	10	100
11	35	48	13	196
12	63	72	9	81
13	40	40	0	0
14	45	38	10	0
15	47	50	9	256
16	45	50	15	256
17	40	46	10	144
18	60	64	8	196
19	56	68	10	144
20	40	50	10	100
21	42	60	12	324
22	40	55	15	225
23	60	70	10	196
24	45	39	10	256
25	50	66	16	144
26	45	40	13	400
27	41	40	11	144
N = 27	Σx ₁ = 1,239	Σx ₂ = 1,522	Σx = 283	(Σx) ² = 3,485

There were 27 subjects. The score of control group (x) was gained from the score of post-test (x²) which was reduced by the score of pre-test (x¹). The summary of pre-test (Σx₁) is 1,239, and the summary of post –test (Σx₂) is 1,522, and the score of control group (x) is 283. The scores of control group (x) were multiplied by 2 to gain quadrate score(x²), and the summary is 3,485.

Based on the calculation above, the researcher found the result of two pre-tests and post-tests of two groups. The researcher statistically calculated the whole score based on the equation of t-Test whether to find out the treatment towards experimental group had influence.

To clearly understand the first column is the total numbers of subject (N). The second column is the total scores of pre-test (x₁). The third column is the total scores of post-test (x₂). Next, and the column X is the scores taken from the calculation of the scores of (x₂) reduced by the scores of (x₁). The column X is the calculation of squaring the scores. The results of the calculation of all scores are used to find out some indicators which are put into the formula. The total numbers were collected of score (Mx) from the calculation of (Σx) divided by (N). Scores (Σx²) was found from the calculation of Σx² subtracted by (Σx)² and divided by (N). The total numbers of score (My) from the calculation of (Σy) divided by (N). The

scores (Σy²) from the calculation of Σy² minus (Σy)² divided by (N).

Below is the statistical calculations of experimental group and control group:

The calculation for control group (x)

Before calculating t-value, the researcher calculated the score of the mean for control group (Mx). The function of the score mean for control group is to calculate t-value. After getting the mean score, the researcher calculated t-value as seen in figures 4.1 and 4.2 below.

$$M_x = \frac{\sum x}{N} = \frac{283}{27} = 10,48$$

Figure 2. Mean for control group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} = 3485 - \frac{(283)^2}{27} = 3485 - 2966,25 = 518,74$$

Figure 3. Calculation of Degree of Deviation

The calculation for experimental group (y) Before calculating t-value, the researcher calculated the score of the mean for experimental group (My). The function of the score mean for experimental group

is to calculate t-value. After getting the mean score, the researcher calculated t-value.

$$My = \frac{\sum y}{N} = \frac{498}{27} = 18.44$$

Figure 4. Mean for experimental group

$$\begin{aligned} \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\ &= 9648 - \frac{(498)^2}{27} \\ &= 9648 - \frac{248004}{27} \\ &= 9648 - 9185.33 \\ &= 462.67 \end{aligned}$$

Figure 5. Calculation of Degree of Deviation

After getting the mean score of control group and the mean score of experimental group, the researcher calculate t-value. The score of t-value was used to find out the influence of using short video towards the students' speaking skill.

The equation of t-Test for two group design was presented as follows:

$$\begin{aligned} t &= \frac{|Mx - My|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{|10.48 - 18.44|}{\sqrt{\left(\frac{518.74 + 462.66}{27 + 27 - 2}\right) \left(\frac{1}{27} + \frac{1}{27}\right)}} \\ &= \frac{7.96}{\sqrt{\left(\frac{981.4}{52}\right) \left(\frac{2}{27}\right)}} \\ &= \frac{\sqrt{18.87 \times 0.07}}{7.96} \\ &= \frac{\sqrt{1.32}}{7.96} \\ &= \frac{1.15}{7.96} \\ &= 6.92 \end{aligned}$$

Figure 6 the equation of t-Test for two group design

To find out p-value, the researcher calculated the degrees of freedom (df). After getting the degrees of freedom (df), the researcher found p-value. The function of p-value is to know which hypothesis is rejected and accepted. The calculation of degrees of freedom (df) can be seen in figures 4.6 and 4.7 in the following section.

$$\begin{aligned} df &= N_x + N_y - 2 \\ &= 27 + 27 - 2 \\ &= 52 \end{aligned}$$

Figure 7 Degree of Freedom

$$\begin{aligned} p\text{-value} &= 5\% = 2.01 \\ &1\% = 2.68 \end{aligned}$$

Figure 8 Probability Value

Based on the calculation above it was found that t-value was $6.92 > P = 5\%: 2,01 > 1\%: 6.9. p < t$

The data was analyzed by using t-Test formula. It was found that p-value 1%=2.68, 5%=2.01 and t-value = 6.9. The result of the analysis showed that p-value was smaller than t-value. Based on the result, null hypothesis (H₀) was rejected and alternative hypothesis (H_a) was accepted. Based on the findings of this study, it showed that there was significant influence of using short video towards the students' speaking skill of grade seven of SMPN 22 Bandar Lampung.

4. DISCUSSION

The results are discussed. The first is calculation of the scores of pre-test of experimental group. The second is the calculation of the scores of post-test of experimental group. The third is the calculation of the scores of pre-test of control group. The fourth is the calculation of the scores of post-test of control group. The fifth is the calculation of both to find out the score of experimental group (y) and y². The sixth is the calculation both of them to find out the score of control (x) and x². The last is the calculation of all the results which is the last result discussed gives the final findings.

The students' scores of pre-test of experimental group showed that most students got adequate scores based on the average scores. It means that their achievements are good enough but need to be increased more.

The results of the students' scores of post-test of experimental group were clarified. Based on the average score, most students got good score. It means that their achievements significant well because the teaching using short video.

The students' scores of pre-test of control group showed that most students get adequate scores based on the average score. It means that their achievements are still intermediate and need to be increased more. It shows that they have good enough achievements in one of the four important English skills which is speaking ability.

The results of the students' scores of post-test of control group are their other achievements. Based on the average score, most students get good score. It means that their achievements are increased enough but the results are not as good as in experimental group.

The calculation of pre-test and post-test of experimental group (y) was also calculated. The result is used to find out some indicators which are put into the formula. Those indicators are put into the formula to find out whether t-value is greater than p-value. Based on the t-Test, t-value is greater than p-value. t-Test 6.92 is greater than 2.68 and 2.01.

The last is the calculation of pre-test and post-test of control group (x) was also calculated. The result is used to find out some indicators which are put into the formula. The indicators are put into the formula to find out whether t-value is greater than p-value and based on the t-Test, t-value is greater than p-value. t-Test is 6.92 is greater than 2.68 and 2.01.

The research indicated that there is influence of using short video towards the students' speaking skill of grade seven of SMPN 22 Bandar Lampung through

statistic analysis. Statistically, it is proved that t -value is greater than p -value.

The t -value is 6.92. Based on the p -value table with $N = 27$, it is shown that p -value table is 2.01 in 5% and 2.68 in 1%. So, it is clearly seen that the t -value is greater than the p -value.

Moreover, the findings indicated that the use of short video could give a useful contribution for students' ability in speaking. It might be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) is rejected. There is influence of using short video towards the students' speaking skill. It is basically developed based on the theory of modern cognitive psychology which states that learning is a process in which learners actively construct their knowledge. Learning is done through social interaction and be contextual to from the lesson itself. So, this theory also describes that in the classroom setting, short video requires the students to construct their knowledge of a certain material, then interaction between two or more students or the teacher become the social environment.

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