ABSTRACT
Speaking is one important aspect that must be mastered by students. Based on experience and observation during teaching, the problem faced by most students in the Communication and Islamic Broadcasting Program that many students get unsatisfactory grades. This problem is caused by several factors including students lacking knowledge of English well, so that it is difficult to express ideas through English communication. This research is a Class Action Research. The main objective of this research is to explain how far the strategy of using video can improve skills in speaking and the factors influence the improvement of students' speaking ability. This research was conducted in 2 cycles. Each cycle consists of 4 meetings. This study is the first semester students of Communication and Islamic Broadcasting Program of STAI Yasni Muara Bungo. The data in this study were collected through tests, observations, field notes and interviews and each test was given a test. In collecting data the researcher was assisted by an English lecturer as a collaborator. The findings in this study show that speaking skill increases after using video. The increase is influenced by several factors, namely material, media, classroom activities, classroom management, lecturer strategies and lecturer approaches. Therefore, it can be concluded that the use of video can improve students' speaking skills in the first semester of the Islamic Broadcasting Communication Study Program (KPI) STAI Yasni Muara Bungo.

Keywords: Video, Improve, Speaking Skill.

Kata Kunci : Video, Peningkatan, Ketrampilan Berbicara

A. Introduction

English has been used in the world as communication. By mastering English is the way to communicate each other because it’s international language. Nowadays, English has taken important role in education. It’s proved by Indonesian Learners. The learners have been studied English since kindergarten, elementary school, junior high school, senior high school and university.

English has four skills, namely listening, speaking, reading and writing. One of these skills should be mastered by the students in learning English. In other hand, the ability to use English practically is much needed. Speaking is the way to deliver message, opinion, information and emotion.

Learning a language is expected not only to help the students realize themselves, their cultures and others but it also helps them to express ideas, message, concept and opinions to others. English Language means communication on spoken and written. Communication also means to comprehend or produce spoken and written texts that can be realized through four language skills: listening, speaking, reading and writing. These four skills will be used to create discourse in their lives.

Based on observation when the lecturer taught at first semester of Communication and Islamic Broadcasting students of STAI Yasni
Muara Bungo, there are several problems faced by the students in speaking. The first problem was the students could not comprehend English well. They were not able to speak English. The second problem was lack of vocabulary. Some students have difficulties in developing their ideas. In other words, their vocabulary was low. It can be seen they could not organize idea well. They spent extra time to search the vocabulary. They checked dictionary regularly. All of these made the students felt bored.

To solve these problems, the researcher chose the media that can invite the students to be an active in practicing and it could improve their speaking skill. The researcher tried to solve the problems by using video. Purpose of this research was to improve students speaking skill by using video at first semester of Communication and Islamic Broadcasting Students of STAI Yasni Muara Bungo.

From the background above, researcher identified this problem as follow:

1) The students were difficult to express the ideas about what they will speak.
2) The students were difficult to arrange the word into good sentences.
3) The students difficult to communicate in English.
4) The students still hard to speak confidently.

This research was a classroom action research. The classroom action research was a reflective process in problem solving lead by individual working or a “community of practice “to improve the way they address issues and solve the problem. Action research can be done by all practitioners in their fields. For educators, they can conduct action research in order to improve their teaching learning process.

Classroom Action Research can be defined briefly as a form of which is a reflection by the actor act, done for improving the ability of

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rational in the action perform the task. Classroom Action Research implemented in the form of the assessment process review which consists of four stages, namely planning, acting, observation, reflection.

This research had been done in two cycles. Each cycle has four steps: planning, action, observation and reflection. It has developed a simple model of the cyclical nature of the typical action research process. The design above could be drawn as follow:

(Figure 1.1 Classroom Action Research Process)

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a. Planning
The action research had been done in two cycles. Each cycle consist of two meeting. Each meeting was equal to 2x45 minutes. In planning there were some steps had been done, there were:
1. Preparing teaching material such as lesson plan, syllabus, students’ worksheet, materials and evaluation sheet.
3. Designing observation sheet and data collection.
4. Designing evaluation tool in order to measure the improvement of student’s interest in speaking
5. Having pre test to know the first student’s interest.

b. Action
The steps of this activity are:
1. Teacher explained about topic and after that made an example.
2. Teacher chose the topic that will be used.
3. Teacher gave oral exercise. In this exercise teacher asked student to conclude based on the topic that has been chosen.

c. Observation and evaluation
The observation had been designed by researcher with observation sheet of students’ activity while learning process performed. To collect the data in this research, the researcher used observation and speaking test. By using the observation, the researcher will know how far are the students’ interest and motivation in teaching and learning process, and by using speaking test, the researcher knew how far was the students’ ability in speaking Students’ improvement. Researcher observed students’ speaking activity in the classroom.
### Table 1.1. Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of observation</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students attention</td>
</tr>
<tr>
<td>1</td>
<td>The students active and enthusiasm in the class</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students attitude during teaching and learning</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students answer question long time</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students are able to answer the question given by teacher</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students compare their answer with other friend</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students already interest in the lesson</td>
<td></td>
</tr>
</tbody>
</table>

### Table 1.2. Score Categories

<table>
<thead>
<tr>
<th>No</th>
<th>Range</th>
<th>Point of alphabet</th>
<th>Quality</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86-100%</td>
<td>A</td>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>76-85%</td>
<td>B</td>
<td>3</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>66-75%</td>
<td>C</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>56-65%</td>
<td>D</td>
<td>1</td>
<td>Poor</td>
</tr>
</tbody>
</table>
Reflection is to reshow what have been happened in an activity. Based on explanation above, if in the first cycle has not reach mastery in speaking, the researcher have done any several repair the weakness on the second cycle. To make a planning for second cycle, the researcher must observed students learn result from first cycle. Reflection conducted to determine the deficiencies that occurred in the learning process in the cycle I. There was deficiencies cause the result learned speaking of the student has not increased, it will be repaired. The learning process had been done on the next cycle. Implementation of the cycle is stopped if indicator already success.

To collect the data in this research, the researcher used observation and speaking test. By using the observation, the researcher will know how far are the students’ interest and motivation in teaching and learning process, and by using speaking test, the researcher knew how far was the students’ ability in speaking improvement. Researcher observed students’ speaking activity in the classroom.

To knew how much percentage of students who were active in teaching and learning process and how much percentage who were competence learning, the researcher used percentage pattern, according to Sudjono (2009: 41) as follow:

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P = \frac{f}{n} \times 100\%
\]

In which:
- \(P\) = percentage
- \(F\) = item score
- \(N\) = total sample

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B. Discussion
1. The Nature of Speaking
   a. Speaking Skill

   Speaking skill is an important thing in teaching English since communicative approach has been influential in foreign language classroom. Based on experiences, speaking is difficult skill in teaching learning process. However, the students are expected to be able to express their ideas, opinions, feelings, and even emotion well in speaking. The students should convey the message through speaking. Even though it is not easy for the students to speak English, they have to master some elements of speaking; grammar, comprehension, fluency, vocabulary and pronunciation.

   According to Nunan “Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”. In addition, Brown divides types of speaking. The first is imitative. It is imitate a word or phrase or a sentence. The second is intensive. It is to demonstrate competence in grammatical, phrasal, lexical, or phonological relationships for example, stress, rhythm, intonation and juncture. The third is responsive tasks; it is interaction and test comprehension but its short conversations, common greetings, small talk, request and comments. The fourth is interactive speaking; its multiple exchanges and multiple participants. The last is extensive or monologue oral production tasks.

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5 Brown, J. Using Surveys in Language Programs. (Cambridge: Cambridge University Press, 2001)
Speaking can motivate the students to develop the vocabulary, grammar, listening and also writing skill. In speaking class, the students should be confident and big motivation to speak up.

The purpose of teaching speaking is to help the student to accomplish four thing:

a. To improve self confident in speaking.
b. To improve intelligibility in speaking.
c. To improve fluency in speaking English.
d. To improve accuracy in speaking English.

b. Characteristics of Speaking

Hughes (2002) says that fluency is the learners’ ability to speak in comprehension way in order not to miscommunication because listeners may lose their interest. It means that fluency is one element in speaking class because when it’s not clear, it can make misunderstanding about speaker and listener.

According to Hughes (2003) there are some speaking indicators. Firstly, accent. It is focused on the pronunciation that produced by the students whether it is like foreign accent or not. On the other word, students’ pronunciation is like native or not. Secondly, structure. It is focused on the students’ grammatical error that causes misunderstanding. Thirdly is vocabulary. It is concerned on students’ ability in arranging a word and applying the accurate form in appropriate situation. Next is fluency. It indicates learners in incomplete sentence, slow, smooth, or speaks is like native speaker. Lastly is comprehension. It means that on the students’ understanding about the content.

In addition, Hedge (2000) expressed that “fluency is the ability to respond coherently by connecting the words or phrases, pronouncing, and
using stress and intonation”. It means that fluency helps the learners in connecting word, phrases, stress and intonation. Another one is accuracy. Students should speak fluently in learning a foreign language. For example, storytelling, speech etc.

Speaking task is an instrument used to assess student performance in this research. As a performance being assessed in public speaking, so it is imitative types of speaking and it refers to type of open ended speaking task.

In case, there are some ways appropriate activities that are recommended for the group in speaking class. “They are: games, role-play, and simulation, drama, project, interview, brain storming, information gap, jigsaw, problem solving and decision making, opinion exchange”. However it is important for the teacher to select the appropriate task for the group because in the smaller group activity there will be activity in group work of more than two members and the activity in pair work. As he said that “pair work is more appropriate than group work for task that are; a. short, b. linguistically, and c. quite controlled in terms of structure of the task.” The appropriate activities include:

1. Practicing dialogue with partner.
2. Simple question and answer exercises.
3. Performing certain meaningful substitution “drill”.
4. Quick (one minute or less) brain storming activities.
5. Checking written work with each other.
6. Setup for merging with a larger group.

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Any brief activity or which the logistics of assigning groups, moving furniture and getting students into the group is distractive.

As the appropriate type of activity has been selected, the planning for introducing speaking classroom in a group technique should include several rules:

1. Introduce the technique by giving a simply brief explanation
2. Justify the use of small group for the technique.
3. Model the technique, making sure the students to know what they are supposed to do.

c. Video

Many people use the media to help their activities such as getting information. Moreover, they can search what they want to look for a thing on media.

Function of media

Wu et al examined the effective use of videos on the Internet and also recommended on approaches that the effectiveness of using videos in learning process.¹ It concludes that using video helping the students in teaching learning process.

According to British council “Video is most widely used to introduce and stimulate interest in a topic, to give information on cultural background and for general language spin-off”.² It’s useful for the students to activate their brainstorming.

There are the advantages using the video. First, it can be used in a common classroom setting. Second, It is simple to play, pause, stop, replay, accuracy. Third,..

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The setting can conveniently be used by an individual or group of students for self-study.

Hoge says that phrases are groups of words that are related, express the idea or concept. On the other word, a phrase is as “natural chunks of language”.\(^\text{10}\) It does not contain a subject and verb. It is better on speaking class directly study into phrase because it can develop students’ conversation.

This research was classroom action research that consisted of two cycles with four meetings in the first cycle and five meetings in the second cycle. The research dialed with the discussion of the research findings based on the research questions. (1) “To what extent video improve the students’ speaking skill at communication and Islamic broadcasting of STAI Yasni Muara Bungo, (2) “What factors influence the change of the students’ speaking skill by using video at communication and Islamic broadcasting of STAI Yasni Muara Bungo. Both of questions were answered based on the data from speaking test, observation, field notes and interview.

After using video that the researcher had done at cycle 1 and 2, the researcher found that using video technique could improve the students speaking skill. Using video technique made the students to be active in classroom. The students could comprehend English. It was proved by the result of the students’ score of speaking test. The score of students speaking test increased significantly. At the cycle 1, the average score of students’ speaking skill was 51.87 %, it increased 8.10% with the students’ score compared in the pre test. In addition, the result of the students’ reading comprehension was analyzed with the speaking indicators such as vocabulary, fluency, pronunciation and intonation.

After using video in teaching English during the cycles, the researcher found some factors that influenced the students’ speaking

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\(^{10}\) Hoge, A.J. *Learn To Speak English Like A Native.* (Sparks: Effortless English LLC, 2014), h. 49.
skill. In this case, those factors contributed in speaking skill significantly they were material, media, classroom activities, classroom management, lecturer’s strategy and lecturer’s approach.

The first factor was material. From the result of the observation, field notes and interview some students, the researcher found that the material given increased the students’ interest, challenged them in speaking. The material was also suitable with the background knowledge and relevant and matched to the topic in teaching learning process. The material should be authenticity, realism, context and focus on the learner.

The second factor was the media used in teaching speaking. In teaching learning in the classroom, the lecturer did not only use the books as the media, the lecturer also brought the In focus and laptop and pictures to support teaching learning process. Sanaky states a media is a tool of communication in teaching learning process which can be used by the teacher to convey the information in order to get achievement process\textsuperscript{11}. The media is a communication that refers to anything that carries information between sources and receivers.

The data that were got from the observation sheet, field notes and interviewed showed that using in focus, laptop and pictures made the students not being bored in learning English. It also helped the lecturer because the media guided the lecturer achieving their purposes in the classroom. It was easier for the teacher to handle the material and helping the students in increasing their motivation in teaching learning process. The media helped the lecturer not to spend more energy to explain the material and attract students’ attention. Besides that, it avoided students’ boring.

The third factor was classroom activities. The variation of the classroom activities improved the students speaking skill to get more practice in the classroom. The classroom activities had big influence toward students’ speaking skill. Richard explains that the classroom activities should be coherent to the real as possible. Language as a tool

\textsuperscript{11} Hujair, Sanaky. A.H. Media Pembelajaran. (Yogyakarta: Kaukaba, 2011)
of communication, methods, and materials should focus on the message.\textsuperscript{12}

In these activities, the researcher applied all of parts which were related to video technique. All of video technique had big influence in teaching English, because these parts of strategy attracted the students to be active and creative in classroom.

The fourth factor was classroom management. The classroom management was done by the lecturer to create a good situation where the students learned and studied comfortably. It should be based on good understanding of the current research and theory; it had to build strong relationship among the lecturer and students because the relationship can create the classroom conductively. The classroom management that was created by the lecturer was good, the lecturer was already to help and guide also as facilitator the students in teaching learning process.

The fifth factor was the lecturer’s strategy in teaching learning process. Based on the observation and interviewed with some students, it found that the lecturer’s strategy was good in helping the students understand in speaking skill. By giving the students some video as the result, the students were more active and also helped the students in comprehending dialogue independently.

The last factor that influenced the change of students’ speaking skill was the lecturer approach in classroom activities. It was stated by Brown that the teacher approach was significant roles in managing the class. It has several characteristic in language teaching, such as controller, director, manager, and facilitator and as resources.\textsuperscript{13} Because of that, the lecturer approach had influence in speaking skill, the teacher approach motivate the students and helped the students when they got problems in speaking.


\textsuperscript{13} Brown, H. D. \textit{Language Assessment Principles and Classroom Practices}. (London: Longman, 2001)
C. Conclusion

1. The use of video in teaching speaking was better in improving the students’ speaking skill at at first semester of Communication and Islamic Broadcasting Students of STAI Yasni Muara Bungo. It was identified from the teaching implementation video from cycle 1 and cycle 2. The video gave positives contribution and better outcomes to improve students' speaking skill.

2. The use of video could improve the students’ speaking skill and interest in learning English, especially in speaking. It could be seen in the increasing of the students’ percentage from the first until the last meeting.

Bibliography


Improving Students’ Speaking ...


