



The Effectiveness of Using Video in Teaching Speaking to The First Semester at The Midwifery Program of Health Sciences Faculty of Kadiri University

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ABSTRACT

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. This study explores the effectiveness of incorporating video as a teaching tool to improve speaking skills among midwifery students. Some problems appear faced in learning speaking such as: the students do not know how to explore their idea, vocabularies, structure and difficult to arrange the sentence, pronunciation and not fluency to speak.

This research applied quantitative method especially pre-experimental design. The subject of this research was first semester at the midwifery student of Health Sciences Faculty of Kadiri University and the samples used was a class consisting 23 students. The data analysis was done by statistical formula.

The statistical data in the research result data showed that the mean score of pre-test was 68.91 and post-test was 76.95. From this result the researcher found that the t-test is -5.850 and the t-table with degree of freedom (df) 22 is 2.074 when the level of significance 0.05 (5%). So that, it can be concluded that t-test is lower than t-table ($-5.850 < 2.074$) and P value from t-table is 0.000 with level of significance 0.05 (5%). In conclusion, H_0 is rejected and H_a is accepted. Because t-test is lower than t-table and P value is lower than level of significance 0.05 (5%).

It can be concluded that video was effective method to teach speaking because it developed the students' ability in speaking.

Keyword: Improve speaking, quantitative method, Speaking, statistical formula, video

1. INTRODUCTION

1.1 Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (A S Hornby, 2003). From statement above, it can be concluded that speaking is a process of expressing, reducing and receiving ideas, opinions, or feelings to the others by using words or sounds of articulation to inform, to persuade, and to entertain that could be learned by using some teaching learning techniques and methods.

Speaking is a crucial part of second language teaching and learning. Even though it is very

important, teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues and monologues (Burn and Joyce, 2015). Teachers should know that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules which are appropriate in each communicative circumstance.

1.2 Teaching speaking is teaching language learners to produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language (Celce-Murcia, 2010), select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use language quickly and confidently with few hesitation or unnatural pauses, false starts, words searches etc, which is called fluency by (Nunan, 2004)

In learning speaking skill at first semester of midwifery student of kadiri university, the students problem frequently found that their native language causes them difficult to use the foreign language (Ellis, 2003). They are afraid if they are making a mistake in one of conversation and lack of confident within themselves. Other reason is because lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough. Beside the reason above, usually the students feel bored with the media in teaching learning, students need a media that can attract their attention and provide comfort in learning speaking to be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary, and grammar (Cakir, n.d. 2006)

To solve the problem above, it need such as kinds of media, there are visual media, audio media and audio visual media. In a row development of technology information then development of media in educated more advance. From all media, video seems as good thing to students because it offers an opportunity for extended speaking ability by practice using video.

Teaching speaking with video is one of good media that we can use to attract students attention to the materials (Fraenkel, Harmer, 1998). Video as audio visual aids is beneficial for the students and teacher in English language teaching (Berk, 2009). Many students like video teaching because it is interesting, challenging and stimulating to be watched. By video, the student could understand language components such as pronunciation, vocabularies, grammar, and spelling more easily. The students do not just hear the language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help students to see beyond what they are listening to, and thus interpret the text more deeply. According to (Lever-Duffy, 2008) the teacher is there to choose appropriate sequence, prepare the students for the viewing experience, focus the students' attention on the content, play and replay the video as needed, design or select viewing task, and follow up with suitable post viewing activities.

Based on the reason above, the writer wants to prove if video that seems to make students interested in learning English speaking influence them to get better abilities in speaking English.

Knowing the background of the research above, the writer focused to the students' speaking skill



involve fluency, pronunciation, accuracy, performance and grammatical comprehension by using material student handbook as the topic in teaching and learning process (Gillies, Robyn. M., Ashman, Adrian., and Terwel, n.d.). Then, the teacher search the video as related with the material in the handbook. Before that, the teacher give the instruction how to pronounce some words needed in the performance and what are the steps to do. Then the researcher ask the students to distinguish their performance and correct pronunciation base on the example of video. Finally, the result has been known after this research has done. The abilities which be analyzed generally namely how to pronounce words (Creswell, 2016)

2. LITERATURE REVIEW

2.1 Definition of speaking

According (Brown, 2004) Speaking is the interaction between these two modes of performance applies especially strongly to conversation. Speaking needs two performance persons namely speaker and listener to do conversation as the interaction. This communication can be called as speaking activity. Speaking can be called as oral communication.

Speaking was especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction by (Richard, Jack. C. & Rodgers, 2002). Speaking is one of the skills that have to be mastered by students in learning English. It is an essential tool for communicating. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

According to (Norland, Deborah L., 2006) there are six basic types of speaking as follows:

a. Imitative

The ability to simply parrot back to a word, phrase or possibility a sentence.

b. Intensive

The production of stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive

Interaction and text comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple request and comments, and the like.

d. transactional

carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. interpersonal

carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive

The oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited

2.2 Teaching speaking

Teaching is essentially a rhetorical activity, seeking to persuade students to change the way they experience the world through an understanding of the insights of others. It has to create the environment that enables students to embrace the twinpoles of experiential and formal knowledge.

According to (Harmer, 2001) teaching speaking skill is concernedone needs to distinguish between ‘teaching the spoken form of a language’ and teaching a language through speaking. From these statement we can get two definition of teaching speaking skills.

Speaking is complex skill requiring the simultaneous use of a member of different abilities, which often develop at different rates. At least it concerns with components of pronunciation, grammar, vocabulary and fluency. The descriptionsare as follows:

a. Pronunciation

Pronunciation is the way in which a language is spoken. When teacher teach English, they need to be sure that their student can be understood when they speak. The student needs to be able to say what they want to say.

b. Grammar

Grammar is partly the study of what form or structures are possible in a language. Traditionally grammar has been concerned almost exclusively with analysis at the level of the sentence. Grammar is a description of the rule that governs how sentence are formed.

c. Vocabulary

Vocabulary is total number of word that makes up a language. Those words areused in speaking.

d. Fluency

Fluency is the ability to process language easily and quality or condition of person to speaks a language easily and well.

2.3 The Kinds of Speaking Activities

To help students develop communicative efficiency in speaking, there are some activities re used in the classroom to promote the development of speaking skills in our learners. The discussion below centers on the mayor types of speakingactivities that can be implemented as follow:

a. Discussion

“Discussion is probably the most commonly used in the speaking skills classroom activity” by (Murcia, 2001; 106). There are several steps that should be done by the teacher before starting the discussion activity, they are:

- 1) Planned (random) grouping or pairing of students may be necessary to ensure a successful discussion outcome.
- 2) Students need to be remind that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or reportresults.
- 3) Students need to be clear about what they are discuss, why they are discussingit and what outcome



is expected. In order to manage a good discussion activity, the writer concludes that the steps above are really important to do because most teachers hope that they will be able to organize discussion session in their classroom, particularly if the exchanges of opinion provoke spontaneous fluent language use.

b. Information gap

Information gap activities are useful activities in which one person has information that the other lacks. They must use the target language to share the information. This definition is supported by (Ellis, 2003) as he states that there is a knowledge gap that can only be bridged by using language. The students have to communicate in order to achieve the task outcome.

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

c. Speeches

Another activity in the oral skills class is the prepared speech. Murcia (2001:106) states that topic for speeches will be very depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks.

The teacher can provide the structure for the speech its theoretical genre and its time restriction. Speech can be frightening for the speaker and after while boring for listener, so it is a good idea to assign the listeners some responsibilities during the speeches.

d. Role plays

One way of getting student to speak in different social context and to assume varied social roles is to use role play activities in the classroom. Murcia (2001: 107) states:

“Role plays can be performed from prepared scripts, create from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role play themselves.”

e. Conversation

One of the recent trends in oral skills pedagogy is the emphasis of having students analyze and evaluate the language that they or others produce. According to Murcia (2001: 108) one of a speaking activity which is particularly suited to this kind of analysis of conversation, the most fundamental form of oral communication. One way to approach this activity is to sign students to find a native speaker or near native speaker they now and arrange to tape recording a 20-0 minutes interaction with this person. Natural conversations the native may fall into the role of interviewer and ask all questions while the non native merely responds.

2.4 The Use of Video as Audio-visual Learning Media

a. Video

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Richards & Renandya

(2002: 364) state that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video is media that consist of visual and audio effects.

Nowadays, students have an opportunity to increase their knowledge and skill everywhere either inside or outside the classroom by using audiovisual media. Those audio-visual materials, for example films and videos, promote perception, understanding, transfer of training, reinforcement, or knowledge of results and retention. Smaldino, Lowther, and Russell (2007: 310) say that many teachers use video to introduce a topic, to present content, to provide remediation, and to promote enrichment. Video can be used in all instructional environments with classes, a small group, and individual students. courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.

a. Teaching Speaking with Video

Harmer (2007:287) proposes two video-based activities which can be used in video-based lessons. One of them is video watching activities. A number of activities are designed for specific video situations. They explore the range of options for use with both “off-air” and language learning videos. Video watching activities includes three sections as follows:

1) General comprehension

The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back again for details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has been finished, the teachers read out questions and the students have to write the answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

2) Working with aspect of language

The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual groups to focus on language is to get hold of English language videos which have subtitles in students’ language. The teacher can start by viewing the video without sounds and discussing the subtitles in general.

After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words are. For the final viewing, they watch the extract with the sounds turned up to compare their English with the words that are actually spoken.

3) Video as springboard to creativity

How video clips help to start the students’ creativity showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it. Then they do any language work which may be appropriate. Teacher asks students to watch the clip again but they have to imagine



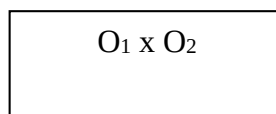
how the scene would be different.

3. RESEARCH METHOD

3.1 Research Design

Research design experiment has means that an experimental research is a process of looking for the effectiveness of the research which is being carried out. This research uses One Group Pretest-Posttest Design. In this design there is pretest before giving a treatment, so that the result of treatment can be known more accurately, because it can be compared with the condition before being given a treatment.

The design is presented as follows:



O_1 = Score of pretest O_2 = Score of posttest

3.2 Research Instruments

In the quantitative research mostly is using tests for collecting data. Based on (Brown, 2004:3), Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It means that the quantitative research uses test to get and developing data. Data from the test can be the product of process of empirical research and development. Data of quantitative research usually uses score from test which conducted in samples. So, the test is usually used for getting a score in a number. Then, writers describe it in detail and presented into words, sentences moreover paragraphs. Writer gets the data in number from the sample he choosed. So that, The writer here has a role as a teacher in the class to get students score and calculate it based on the assessment he need. Elements are assessed namely pronunciation, gramatical structure, vocabulary and fluency. Those elements is calculated into rubric score. In the rubric score, writer can analyze and getting result of research.

The researcher also use questioners to know the effectiveness of video. The questioners give after the researcher finish the test (pre-test and post-test)

3.3 Data Collection Technique

The data are collected for about for 1 month. The data are collected from the pre-test and post-test. The pre-test result is compared to the post-test result in order to find out a significant difference of the students' speaking skills.

Collect the data can be done by some ways, such as observation and test.

There are two processes of collecting the data:

a. Pre-test

The writer asked the students to observe series of pictures phenomenon that had been prepared by the teacher and then them demonstrate the picture about some phenomenon orally. After giving a pre test, the researcher will treat the students. The researcher gave the treatment two times; each meeting ran for 90 minutes.

b. Treatment

The steps in teaching speaking some phenomenon by using video recording in every meeting are as follow:

1. Meeting 1

- Giving greeting and introducing to the students.
- Giving motivation to the students before teaching material.
- Explaining about some phenomenon to the students.
- Giving example about some phenomenon description.
- Giving chance to the students to ask about unclear explanation or material about some phenomenon.

2. Meeting 2

- Giving some phenomenon video the students entitled "Health and Illnesses Conversation".
- Asking them to watch it.
- Asking them to understand again about the video story in second play.
- Asking them to come in front of the class.
- Asking them to tell about the video.
- Observing the students' speaking ability.

c. Post-test

The writer asked the students to explain what the student get after watching the video.

3.5 Data Analysis Technique

Data analysis helps in providing the critical link between good decision making and success. Data analysis is basically used for prediction and identification and for the rules of evidence for guiding the analysis by falsifiability, validity and parsimony.

Based on the statement above, it is necessary to know the technique of analyzing data. Because this research use pretest and posttest as the test, so to determine whether or not there is any significant using Video on teaching speaking to the first semester at the midwifery program of health Sciences faculty of Kadiri University and looking for the result of pre-test and post-test, the researcher uses t-test. The formula of t-test of non-independent is as follow:

$\bar{D}$ = mean from difference between pretest and posttest
 $\bar{D}$ = the average of the total of mean
 $\sum D^2$ = the sum deviation of mean differences

$$t = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N-1}}}$$



N = number of student

A. Norm

After the data has been statistically computed, the writer compared it with the value of the table of t-test, which contained significance of 5% and 1%.

1. If the result of $r_{xy} \geq r_{xy}$ table in the significant of 1% the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If the result of $r_{xy} \leq r_{xy}$ table in the significant of 5% the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
3. If the result of $r_{xy} < r_{xy}$ table in the significant of 1% the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

4. DISCUSSION

4.1 The description of independent variable

This research, it is important to know the description of independent variable data in this research. The manipulated variable is called the experimental treatment or the independent variable, by Ary, Jacobs, Sorensen, and Razavieh (2010:26). It means that independent variable which can influence the other variable. This media help student to improve their speaking skill. The researcher introduced video about explanation text in treatment. Then teacher apply video in speaking class student feel comfort and more understand in speaking because they can practice to explain something happened.

a. Description of dependent variable data

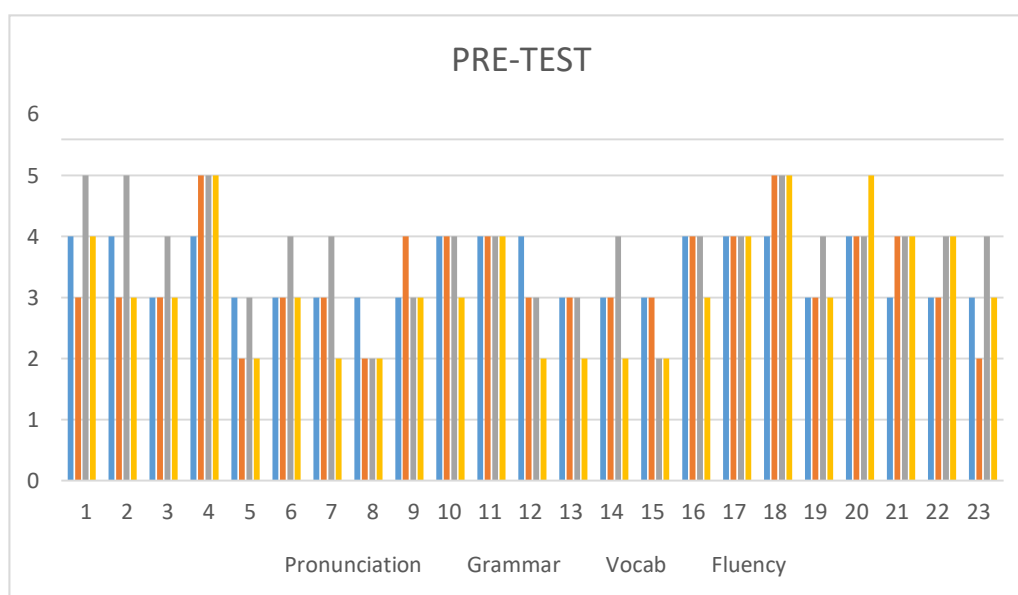
The essential to know the description of dependent variable data in this research. The observed and measured variable is called the dependent variable by Ary, Jacobs, Sorensen, and Razavieh (2010:26). It means that dependent variable is variable which is effected by other variable. The dependent variable in this research is the student in teaching speaking skill speaking to the first semester at the midwifery program of health Sciences faculty of Kadiri University before being taught by using video

The researcher wants to improve student speaking skill by using video in speaking to the first semester at the midwifery program exactly in Drawing building 2. Same with other school, improving students English skill and competence is one of priority. Students here, not pay attention to the teacher, so the class is not conducive to teaching learning activity. Then, students less motivation from the teacher, the knowledge about English not improve. The material to teach English just from the book only. But actually many media can student and teacher use for learning. The role of it can be used as practice of students and be more active in learning not only in the school. Finally this research. explored how video can improve student speaking skill to be another innovation that teacher and

student are able to use.

Base on the situation above, the researcher wants to realize with some of test that the test can be practiced by teacher and student. Firstly in the meeting class, the researcher gives pre-test to students. In this case, each student has to explain about natural disaster that teacher give to know their speaking skill. The standart score for English is 75. The result of pre-test will be shown in chart 1 below.

Diagram 4.1 The Score of Speaking Components In Pre-test



Base on Diagram 4.1 above, the researcher divides the diagram into four different types of chart related with components of speaking which be analyzed. Blue chart describe pronunciation needs to be increased in this class. Red chart describe grammatical structure. From the diagram we know that many standard score. Grey chart describe vocabulary. It has many standard score. Yellow describe fluency. Fluency of this class also has to be increased.

This diagram will be compared with the diagram of the score of speaking components in post-test. The score of speaking component in post-test diagram is describe in the description of student's speaking skill after being taught using video recording speaking using video below.

4.2 The Description of Student's Speaking Skill After Being Taught Using Video

After doing treatment, the research thought that there was an improvement in the speaking learning after taught using video. Teacher and students were discussed in the classroom. So that, the learning can be said completely conducted in the class. It has many experience since process of learning. Basically, the students had bad experience in English and not interest to it. After taught using video, it did not look as like as student's opinion before. They were enthusiastic with material when given.

Many responses by students which accepted to the researcher and becoming a discussion in the classroom. To realize the writer statement above, the instrument is explained as the result of post-test score. It is containing the influence of vide to students speaking skill. The treat where students

responds the researcher utterances using natural disaster with good pronunciation, grammatical structure, vocabulary and becoming fluent. The utterance had given was 1 items. And the stage of difficulties was same with the pre-test. The result of the score of speaking component in post-test can be known as follows :

Diagram 4.2 The Score of Speaking Components in Post-test

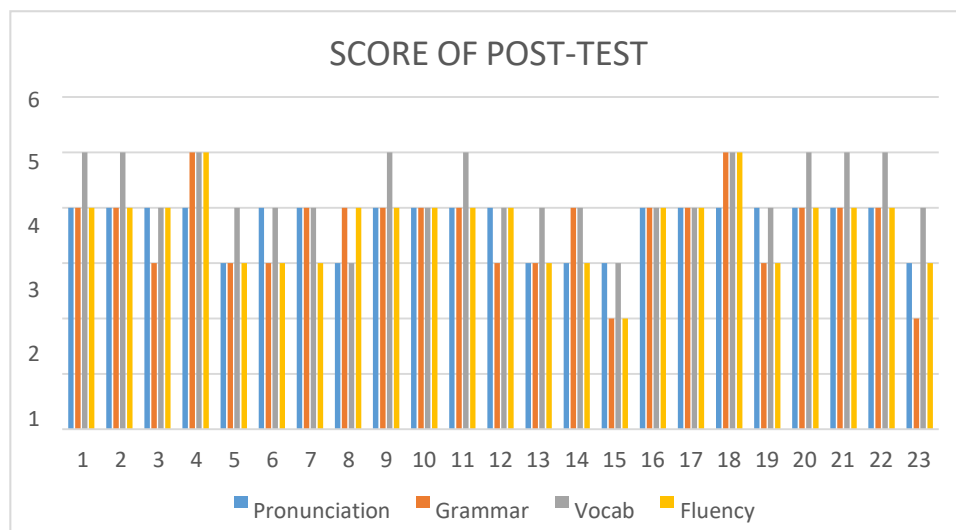


Diagram 4.2 describes how video is influenced in student speaking skill in the midwifery student of Health Sciences Faculty of Kadiri University Kediri. The researcher also divided the diagram into four different types of chart related with components of speaking which be analyzed. Blue chart describes pronunciation. The diagram shows that there are many increased score. It means that pronunciation is increased in this class. Red chart describes grammatical structure. From the diagram we know that many students' score are increased. Grey chart describes vocabulary or diction. It also had been increased. Yellow chart describes fluency. Most of students got good score in this part. It means that they are more fluent and also be said more confident when speak. It is increasing very good in 24 students. In temporary assumptions we know that the result of score of speaking components in post-test is higher than pre-test automatically. It is not totally done. The result of data analysis is calculated pre-test and post-test using SPSS

16. There are three tables output needed in this research. Those are paired sample statistic, paired sample correlation and paired sample test. The table can be seen below :

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	68.9130	23	13.48033	2.81084
	post	78.0435	23	12.58960	2.62511

Based on the table above, the researcher concludes the mean of pre-test is 68,91 with standard deviation 13.48033. and the mean of post-test is 78,04 with standard deviation 12.58960. N means the number of students who 23 students whobecoming sample of this research. Then, the paired sample of statistic table is explained below :

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre & post	23	.837	.000

It means that the correlation is 0.837 with the significant value 0.000. It is the result of correlation between student speaking skill in pre-test and student speaking skill in post-test. Then, paired sample test table is described as follows :

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre - post	-9.13043	7.48516	1.56076	-12.36726	-5.89361	-5.850	22	.000

Based on the table above, t-test is -5.850 and the t-table with degree of freedom (df) 22 is 2.074 when the level of significance 0.05 (5%). So that, it can beconcluded that t-test is lower than t-table ($-5.850 < 2.074$) and P value from t-table is 0.000 with level of significance 0.05 (5%). In conclusion, Ho is rejected and Hais accepted. Because t-test is lower than t-table and P value is lower than level of significance 0.05 (5%). Based on the analysis which described above, the researchergets the result of this research about video is affecting student speaking skill students at the midwifery student of Health Sciences Faculty of Kadiri University

5. CONCLUSION

5.1 Conclusion

The student's problem frequently found that their native language causes them difficult to use the foreign language. They are afraid if they are making a mistake in one of conversation and lack of confident within themselves. Other reason is because lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough. Beside the reason above, usually the students feel bored with the media in teaching learning, studentsneed a media that can attract their attention and provide comfort in learning speaking to be able to speak English well,



they need to study the other sub-skills such as pronunciation, vocabulary, and grammar.

During the research, the researcher got many improvements in students' speaking ability. Those are good pronunciation, correct grammatical structure, diction and becoming more fluent. But the significant improvements is in vocabulary aspects of speaking, because when the teacher showed the video, students' have to write the difficult vocabulary that they did not know. After that the students have to write the vocab in the white board and translate together and with repetition to know the pronunciation also (Gert Rijlaarsdam and Huub Van Den Bergh., 2005).

Base on explanation above video can help the students to improve speaking ability with significant because the t-test is -5.850 and the t-table with degree of freedom (df) 22 is 2.074 when the level of significance 0.05 (5%). So that, it can be concluded that t-test is lower than t-table ($-5.850 < 2.074$) and P value from t-table is 0.000 with level of significance 0.05 (5%). In conclusion, H_0 is rejected and H_a is accepted. Because t-test is lower than t-table and P value is lower than level of significance 0.05 (5%).

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