

## **TEACHING SPEAKING REPORT TEXT THROUGH VIDEO**

**By:**

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**Abstract:** Speaking is important because it has a function that covers many aspects of human interaction. A video is one of the media that can be used to improve students' speaking achievement. The objective of this study was to find out whether or not there was a significant difference in speaking achievement between the students who were taught through video and that of those who were not. In this study, quasi-experimental was used. Only the experimental group received the treatment (Creswell, 2003, p.19). The population of this study was all the Eleventh Grade Students of SMA Negeri 2 Tanjung Raja. Therefore, the sample was chosen by using a purposive sample. A t-test was used to analyze the data. Based on the analysis of the data, the value of the t-obtained was 5.271 at the significant level  $p < 0.05$  in two-tailed testing with  $df = 62$  the critical value of t-table = 1.9990. Since the value of t-obtained was higher than the critical value of t-table,  $H_0$  was rejected and  $H_a$  was accepted. It meant that there was a significant difference between speaking achievement of the students who were taught through video and those who were not.

**Keywords:** speaking, video, report text

## **INTRODUCTION**

Speaking is one of the subjects that should be mastered by the students. Brown (2004, p. 140) defines that speaking is a productive skill that can be directly and empirically observed. Richards (2008, p.19) adds that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as

well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

In addition, speaking is important because it has a function that covers many aspects of human interaction. Richards and Renandya (2002) define that the functions involve expressing ideas and opinions, expressing feeling, expressing a wish or a desire to do

something, describing something, negotiating, solving a particular problem, establishing and building a social relationship and friendships, maintaining business or other professional reasons.

Although speaking is the priority, there are some problems which students faced in learning speaking skill. Students are not interested in speaking English and regard it as difficult to master. They are afraid and nervous to say something in front of class or public. According to Juhana (2012) the problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular, such as fear of mistake, shyness, anxiety, lack of confident, lack of motivation and the like that hinder them from practicing their speaking in English class.

Meanwhile, based on the English syllabus for Grade XI Senior High School students, the report text is one of the genres in speaking that must be well mastered by the students. Sudarwati and Grace (2007, p.15) state that report describes the way things are. It tells the general classification of something. A report also refers to a range of natural or man-made and social phenomena in our environment. Thus, report text is important to be learned.

Based on the observation before doing research at SMA Negeri 2 Tanjung Raja, it was found that the eleventh-grade students of SMA Negeri 2 Tanjung Raja have problems with finding motives to speak, limited students' vocabularies and less interested in speaking report text. Moreover, students get difficulties to speak in report text such as understanding the generic structure, using tenses, connective, and others.

Considering problems of learning English above, the teacher should give appropriate teaching materials and use interesting manner in teaching English. Meanwhile, there are many ways to make students interested in studying speaking skill but one of them was through using teaching media. According to Luoman (2010), teaching media is a tool used by teachers when teaching to help clarify the subject matter presented to students and prevent the occurrence of verbal self-student.

One of the media that can be used to develop students' speaking ability is through video. A video is at best defined as the selection and sequence of messages in an audio-visual context (Canning-Wilson, 2000). As a technology tool, video can use in the teaching-learning process. It is also as a valuable learning tool widely available in the educational institution.

In teaching speaking report text, video can show completely. Students can combine the audio and visual elements that other media can not do. Video also can stimulate them to learn with audio-visual context and increase their interest in study English. Nunan (2003) claims that video can increase awareness of target cultures and can strengthen audiovisual linguistic perceptions simultaneously.

In addition, the video offers foreign language learners a chance to improve their ability to understand comprehension input so that video can help in student's motivation to study English and improve their speaking skills. Cisco (2014, p.4) states that video allows teachers not only tell students what they need to learn from a specific lesson, but also show them an example that helps develop their understanding. In short, using video can be more interesting in the classroom

during the learning process and speaking activity.

Considering the importance of video in teaching speaking, therefore, this study attempted to find out whether or not there was a significant difference between speaking achievement of the students who were taught through video and those who were not.

## **METHODOLOGY**

In this study, quasi-experimental was used. Only the experimental group received the treatment (Creswell, 2003, p.19). The population of this study was all the eleventh grade students of SMA Negeri 2 Tanjung Raja. Therefore, the sample was chosen by using a purposive sample. The number of sample of students was 64. According Mcmillan (2005), teaching speaking by using video has some stages, they are:

Stage One: Pre-viewing task

Asking students some warmer questions like:

- Were you ever in an aquarium sea world?
- Have you ever seen a big dolphin there?
- How is it look like?

Stage Two: While-viewing task

Watch the video clip and explain to them that they must observe what happens, making notes if necessary, and give the students an opportunity to decide which angle they want to take when reporting the information. The teacher may repeat the scene and students can discuss in the group.

Stage Three: Post-viewing task

Give each group of students the appropriate information card. Using the information in the part of video then they make a report text. They will need some time to complete the task. After they have finished they will be ready to speak a report text.

Moreover, an oral test was made to measure student's speaking ability which consisted of eight topics. In the test, the students read and choose one topic and made an own report text based on the topic, then the student performed in front of the class. The students' speaking test was recorded. In this study, the content validity of the test was estimated. In this study, inter-rater reliability was used to estimate the reliability. Two raters made the judgment to set the rating. To score the students' speaking, the score was analyzed by using speaking scoring rubric. To estimate the reliability of the test, Cronbach's Alpha method was used. The test was analyzed by using t-test.

## **RESULTS AND DISCUSSION**

Based on the analysis of the data, the value of the t-obtained was 5.271 at the significant level  $p < 0.05$  in two-

tailed testing with  $df = 62$  the critical value of t-table = 1.9990. Since the value of t-obtained was higher than the critical value of t-table,  $H_0$  was rejected and  $H_a$  was accepted. It meant that there was a significant difference between speaking achievement of the students who were taught through video and those who were not. It showed that there was an improvement in the students' speaking achievement after they got the treatment and did not get the treatment. The video helped the students of the experimental group to report the text better than the students of the control group. This might be caused by some factors which appeared during this study. It was found that the students already had the capability of speaking English at least they knew the basic of English.

**Table 2**  
**The Comparison of Statistical Analysis**  
**between Experimental Group and**  
**Control Group**

During the process of teaching and learning in the experimental group, the students made much progress in learning English. It could be seen from the result of posttest which was higher than the result of the pretest. It happened because the students tended to be more active they were taught speaking through video. It meant that the use of teaching media in learning speaking had greatly influence achievement in their learning English.

Therefore, video increased students' motivation in learning. The students were more motivated to speak English in the real situation and also they could be easily sharing their ideas and feeling oral. The students, through video, had to chance of speaking in front of the class, they spoke easily to explore their ideas. These activities gave them a lot of fun so that they

thought learning English was interesting to do.

<b>t</b>	<b>df</b>	<b>Sig. (2 tailed)</b>	<b>Mean Difference</b>
5.271	62	0.000	2.328

## CONCLUSION

Based on the analysis of the data and result of the research, the use of video could give positive effects on the eleventh-grade students, especially at SMA Negeri 2 Tanjung Raja was successful to enhance the students' English achievement. Therefore, there was a significant difference between speaking achievement of the students who were taught through video and those who were not.

The students' motivation in experimental group increased as well their participation in teaching and learning process because students were more interested in the teaching process. The value of the t-obtained was 5.271 at the significant level  $p < 0.05$  in two-

tailed testing with  $df = 62$  the critical value of  $t$ -table  $= 1.9990$ . Since the value of  $t$ -obtained was higher than the critical value of  $t$ -table,  $H_0$  was rejected and  $H_a$  was accepted. It meant that there was a significant difference between speaking achievement of the students who were taught through video and those who were not.

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