

**THE EFFECT OF USING OFFLINE VIDEOS TOWARD SPEAKING SKILL OF
ELEVENTH GRADERS IN SMA AL-FALAH JAMBI CITY**

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ABSTRACT

The purpose of this research is to find out whether or not offline videos has an effect on students speaking skill as media in teaching learning process. It was conducted at SMA Islam Al-Falah Jambi City. The method that was used in this research was Quasi-Experimental design in which two classes were used to have the data: experimental and control class. There were 143 students which were classified into six classes. The samples of this research were XI IPA 2 and XI IPA 3. They were taken by using cluster sampling: by testing the homogenous of the sample. There were three steps used in collecting the data: giving pre-test to students, giving treatment and giving post-test. The experimental class was taught by using offline videos as media in teaching learning process, meanwhile the control class was taught without media in teaching learning process. In the experimental class mean score between pre-test and post-test was 66.41 and the mean score of post-test 75.5. The differences score between pre and post-test was 9.09. While in control class, the mean score of pre-test was 69.36 and the mean score in post-test was 72.44. The result of the paired sample test showed that significant level in experimental class between pre and post-test is $0.000 < 0.05$. In the control class showed that the paired sample test is $0.004 < 0,05$. The result of the independent sample t-test showed that the significant level is $0.010 < 0.05$. The degree of freedom (df) was 70. The H_0 was rejected and the alternative hypothesis (H_i) was accepted and the offline video that can be used to help the students in learning, especially in learning speaking.

Key Words: Offline Video, Speaking Skill, Pronunciation, Accuracy, Fluency, and Vocabulary

1. INTRODUCTION

Basically, there are four skills required in English teaching learning process. They are reading, speaking, listening and writing. Speaking is one of the most important skills in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others. The significance care and globalization of English have cause broad demand for good English-Speaking skills in various realms. According to Harmer (2002), the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. Speaking is one of the skills that English learners must master on since English learners are demanded to know how to express the idea in English. One of the main purposes of learning English is to enable the learners to communicative orally using English.

Understandably, there is some disagreement on just what criteria to choose in evaluating oral communication. Speaking skill covers some elements of the language, such as: vocabularies, grammar, and pronunciation. Grammar, vocabulary, and pronunciation are often named as ingredients, because speaking is a skill that involves the ability of people to combine the words into correct grammar that produces that will be used to communicate. But matters such as fluency and appropriateness of expression are usually regarded as equally important. Speaking is a part of daily life that everyone should develop in subtle and detailed language. In this case, the researcher hopes that it can be used to solve the students’ problem in speaking. Especially to the students, the finding of this research is expected to be able to solve their speaking problems since videos can provide some opportunities for students to practice their English and to improve the quality their self-confidence in speaking skill especially for XI grade students in SMA Al-Falah Jambi city.

1.1 Purpose of the Study

The purpose of this study is to find out whether there is any effect of using offline videos towards eleventh graders speaking skills in SMA Al-Falah Jambi city.

1.2 Research Question

1. Is there any effect of using offline videos toward eleventh graders speaking skill of SMA Al-Falah Jambi City?

1.3 Significance of the Study

It is expected that this study should give some benefits to the English teaching and learning process for teachers and students. First, the result of this study is expected to be useful input for English teachers to get the alternative solution in teaching speaking. Second, the result of this study will help and give an opportunity for students to get active learning and solve their problem in mastery speaking skill. It would be an effort for them to improve their speaking skill using offline videos. They are expected to have good development to speaking skill. By using videos, they are expected to feel happy to learn English since they are put in an enjoyable situation.

2. REVIEW LITERATURE

As proposed by Brown in Mursyidto(2014) those aspect are pronunciation, fluency, vocabulary, and accuracy.

1) Pronunciation

Based on Longman Dictionary (2000:429), pronunciation is the way a certain sound or sounds is produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2) Fluency

Fluency is take into account the ability to keep going when speaking spontaneously an ability to speak quickly and automatically.

3) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2002:204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

4) Vocabulary

Based on Longman Dictionary (2002:580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

In the teaching learning process, the use of media makes the learning become more interesting and can create good situation. Furthermore, Smaldino in Mursyidto (2014) explain five roles of media in teaching and learning process, they are:

1) Thematic Instruction

It is known as the teachers' ways on organizing their instructions around topics.

2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

3) Distance Education

The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the "live" instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

5) Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

3. METHODS

The design of this research was an experimental research. Experimental research is used to investigate the cause-effect relationship between independent and dependent variable (Creswell 2008). The method that was used in this research is quasi-experimental.

3.1 Population and Sample

The population of the research is shown in the table.

Table 3.1 the population of the study

No	Classes	Number of Students
1	XI Science 1	35
2	XI Science 2	36
3	XI Science 3	36
4	XI Social	35
Total		143

Source: Students of SMA Al- Falah Jambi City

In SMA Al-Falah of Jambi, there are four classes of the eleventh graders. In the school, students study English language twice a week, 90 minutes for one meeting,

The sampling strategy to determine the sample used in this research was cluster sampling. The reason was using this sampling because it is impossible to select no randomly fourth grade students and remove them into one class. It was better to use intact classroom.

3.2 Research Variable

There are two variables used in this research. They are independent variable and dependent variable. the independent variable of this study was the used of offline videos in teaching speaking. While dependent variable is the response or output variable presumed to be caused by the independent variable (Sugiyono 2008). Based on that definition, the dependent variable of this study is the students' speaking skill. The students' score of speaking test indicate the students' speaking skill.

3.3 Research Instrument

The materials taught to both experimental and control classes were taken from internet and text book entitled "English Alive", An English course for Senior High School Students Year XI written by Tri Indriaryati published by Yudhistira in 2011.

3.4 Validity and Reliability

In this research, the researcher wants to know the students' speaking skill. So, the test made in from of oral test. The test of speaking consists of three videos and every student only chooses one video. Then they should describe it. The students' speaking skill in speaking scored in criteria of pronunciation, fluency, grammar, and vocabulary. The topic is based on the themes in English Text Book use during teaching learning process, both in experimental and control groups. The researcher uses two raters to assess the pre-test and post-test scores. The first and second rater were English teachers in SMA Al-Falah Jambi City.

In this research, the try-out was given to one class in Eleventh Graders, it was XI IPA 1. There were 35 students following the test. There were seven pictures that should be chosen by

students to make dialogue. The researcher found the reliability of try-out result to students in XI IPA 1 is $0,878 > 0,005$. It could be concluded that the test was reliable.

4. FINDINGS

Table 4.3 The Mean Score Difference of the Pre-test and Post-test in Experimental and Control Class

Class	The Mean Score		Difference
	Pre-test	Post-test	
Experimental Class	66,41	75,5	9,09
Control class	69,36	72,44	3,08

From the table above, in the experimental class mean score of pre-test was 66.41 and the mean score of post-test 75.5. The difference score between pre-test and post-test was 9.09. While in control class, the mean score of pre test was 69.36 and the mean score in post-test was 72.44. The difference score between pre-test and post-test was 3.08. It can be seen the improvement of mean score in experimental class is better than in control class and having significant.

1. Experimental Class

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 pretest - posttest	9.08333	6.73742	1.12290	-11.36295	-6.80372	-8.089	35	.000

2. Control class

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 pretest - posttest	-3.0833	6.07277	1.01213	-5.13806	-1.02860	-3.046	35	.004

The result of the paired sample test showed that significant level in experimental class between pre and post-test is $0.000 < 0.05$. In the control class showed that the paired sample test is $0.004 < 0,05$.

Independent T-test Calculation

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Class	36	75.5000	4.82553	.80425
	Control Class	36	72.4444	4.97677	.82946

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	.205	.652	2.645	70	.010	3.05556	1.15535	.75128	5.35983
	Equal variances not assumed			2.645	69.933	.010	3.05556	1.15535	.75125	5.35987

The result of the independent sample t-test showed that the significant level is $0.010 < 0.05$. The degree of freedom (df) was 70. The H_0 was rejected and the alternative hypothesis (H_i) was accepted and the offline video that can be used to help the students in learning, especially in learning speaking.

5. CONCLUSION

Based on the result of the study, it can be concluded that offline video has positive effect on students' speaking skill. First, the result of the data analysis indicated that the students' speaking skill in terms of pronunciation, grammar, fluency, and vocabulary has increased from pre-test to post-test. The result of post-test in experimental class was higher than that the control class. The mean score of the students' speaking skill in experimental class is also higher than in the control class. It indicated that the treatment by using offline has positive effect for students' speaking skill.

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