IMPROVING STUDENTS' SPEAKING SKILL BY USING VIDEO IN EXPRESSSING IDENTITY TO THE FIFTH GRADE STUDENTS OF SDN 032 TAMBUSAI UTARA

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ABSTRACT

This research was purposed to improve students' speaking skill in expressing identity to the grade 5 students in SDN 032 Tambusai Utara. The researcher chose the students from class 5 to be the object of this research. This research was designed as a Classroom Action Research (CAR) which was purposed to improve students' speaking skill in expressing identity through video technique. In this research, there were 17 students of class 5 as the object of the research. The researcher used 2 cycles in collecting the data of the research where every cycle consists of 3 meetings. In the first meeting of cycle 1 the students' average score was 34,11 classified as very poor level. In the second meeting of cycle 1 students' average score was 42,64 and it was very poor level. In the third meeting of cycle 1, students average score was 54,35 and it was very poor level. In the second cycle, teacher tried to do the same activities to improve students' speaking skill. In the first meeting of cycle 2 the students' average score was 57,64 classified as very poor level. In the second meeting of cycle 2 students' average score was 61,47 and it was poor level. In the third meeting of cycle 2, students average score was 65,29 and it was in the fair level. From the findings above it can be concluded that the use of video technique can improve students' speaking skill in expressing identity.

Keywords: *Improving, Speaking Skill, Video*

INTRODUCTION

Speaking is a basic skill in learning English and a very important language skill, because it is integrated to the learning processes. However, English can improve the students' academic performances, but it cannot be learned in a short time. Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. The students have to think more about the vocabulary, grammar, the

students' want to practice in speaking English. Therefore, students need interaction with other people to communicate.

In speaking skill, the students could express massages or information to another orally. The students could use some ways in their speaking skill, such as: interaction or dialogue to deliver their language to interlocutors or another people. It was fact how important speaking skill was. One of the main purposes of learning and teaching English was to enable students to communicate orally. In other word, learning and teaching English was more specific on speaking skill. However, to be speaking correctly, a learner must recognize all certain language component so that misunderstanding as well as misinterpretation in communication could be solved.

The fifth grade students of SDN 032 Tambusai Utara have been learning English since they were in grade 3, but they still cannot speak well as example for the basic conversation. It is happened because of being poor in the mastery of vocabulary. Moreover, they are seldom to practice the speaking or conversation using English. As a result, they are not only poor in speaking but also being shy to perform their speaking skill. Instead, they tended to keep silent in

the speaking activity. According to such situations, various oral production activities could be used to provide opportunities to practice their speaking in English class in order to improve their speaking ability.

The basic conversation that must be mastered by the students is expressing their identity. It is used when they want to introduce themselves to each other. In expressing their identity students must be able to introduce themselves through giving some information about their name, age, address, job, hobbies , etc. At this point most of the students cannot do the conversation well. Most of them did not know what to say and how to say in English if they want to give some information about their identity.

In teaching and learning process from the four skills of English, teaching speaking is the most difficult thing for the students. The student get bored easily, lazy for study if the English lesson. They are afraid to speak English in the class, and most of them are shy to spoken English because their lack of vocabulary, they do not know how to express say the words correctly, so they get shy to communication with their friends by using speak English, and this problems make the students lazy and did not pay attention to the teacher because get bored. In fact, the teacher also did not apply a

good technique in teaching English in the classroom.

In addition, when the teacher asked a question to the students, they just kept silent and were afraid of making mistakes. The media can be affective the development of the students' speaking ability. They can more interactive and attractive to get more attention from the students. SDN 0 32 Tambusai Utara actually has already have adequate facilities such as, sound speakers and LCD projectors but the teacher seldom to use them in the classroom to support the teaching and learning process.

One of the media that can be used to improve student's speaking ability is video. Video can attract the student's attention through the sounds and moving pictures, so that they will be motivated to learn English. There are some advantages of using video as media in the teaching and learning process. First, media can support the teacher to transfer the knowledge. Second, it is more interesting and enjoyed. Finally, video would make the students learn the use of English in a real context while developing their listening, speaking, and pronunciation skills through the native speaker's talk.

Ampa et al (2013) stated that there is reason to believe that video would be a helpful addition to usual Speaking teaching.

Information processing theory suggests that by using both auditory and visual information a student is able to use dual-coding and access information through multiple routes. In conclusion, video could help students to learn Speaking effectively.

Video media could help the students to improve their Speaking ability. This media shows the animation picture and audio that could be attending by the students. The students could give attention to the speaker's lips that shows in the video while listening to what the speaker said. With understanding the mimic and the Speaking, the students would be easier to pronounce the word. It also could help the students to know how to pronounce the word with the true way. Video media is one of the media that very effective to use in teaching English Speaking. That is why the researcher is interested in conducting a research entitled "Improving Students' Speaking Skill By Using Video in Expressing Identity to the Fifth Grade Students of SDN 032 Tambusai Utara"

Purpose of the Research

There are two main purposes of the researcher conducting this research. Those purposes can be seen on the following statements:

1. To explain whether video technique can improve students' speaking skill

in expressing identity to the fifth grade students of SDN 032 Tambusai Utara.

2. To explain the factors can influence students' speaking skill in expressing identity to the fifth grade students of SDN 032 Tambusai Utara.

REVIEW OF THE RELATED LITERATURE

The Nature of Speaking

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (expressing regret, gratitude, agreement, offer, certainty, etc.).

According to Gower in Derakhsan (2016), speaking is the production skill that

is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneously Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning.

The Elements of Speaking

Jeremy Harmer in Susilo (2014) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. *Language features*. The elements necessary for spoken production, are the following:

a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their

connected speech

b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t- to – face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2. *Mental / social processing. Success* of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates

a) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

The Component of Speaking

In addition Hughes (2001) states that there are five components that must be mastered on speaking ability. Among the four skills, speaking skill is a difficult one to assess whit precision, because speaking is a complex skill to acquire. According to Harris in Derakhsan (2002), The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation);
2. Grammar;
3. Vocabulary;
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension.

Audio-visual Media

English in Indonesia is a foreign language. Related to this, students learn the target language (English) in their own culture and the available practices or activities in the classroom. The key factor in the English learning development is the opportunity given to students to speak in the target language. Teachers must improve the students' willingness and give them reason to speak.

A possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language (Richards & Renandya, 2002: 209). Audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language.

Audio-visual stimuli provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking ability. Cakir (2006) says that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In designing activities with audio-visual materials, teacher should integrate strategy instruction into interactive activities.

Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communication purposes. They should be based on authentic or naturalistic source materials. They enable learners to manipulate and practice specific feature of language. They allow learners to rehearse, in class, communicative skills they need in the real world. They should also motivate psycholinguistic processes of learning.

Audio-visual media helps students develop their speaking ability. It contains authentic sources for students to learn English. Trough audio-visual media will motivate them to speak in English. Effective interactive activities using audio-visual media should be manipulative, meaningful, communicative, and involving learners in using English for a variety of communication purposes.

Video

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to Newby (2000:102), videos are the display of recorded pictures on television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video.

Furthermore, 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 audio-visual 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 groups, and individual students. In his thesis Berk (2009) states that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners.

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.

Video Clip

There are a lot of types of video that can be used to teach speaking. However, a video clip is better to teach speaking. A video clip is a short segment of video or a video which has been cut into several short segments with certain duration of time from one to five minutes. These video clips can be played on the computer or television.

Smaldino, Lowther, and Russell (2007: 310) say that "the trend today is delivery of video media as short, concise segments that teacher can assemble in a variety of ways to support a varieties of utilization scenarios". Moreover, Richards and Renandya (2002: 165) state that it is better to export short (3-5minutes) segments of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.

Berk (2009) in his thesis states that a short video clip may make a gigantic difference in the students' moods,

motivation, and attitude. Short video sequences of between one or four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating (Harmer, 2007: 283).

It is clear that short segments of video are more effective in the teaching learning process because teacher can choose any part which consists of certain language function that will be learned by the students. Today, video is easier to access and it presents in many types. The teacher can select which one is appropriate with the available media and current technology. It will still be useful until several years later for teaching and learning as it follows the development of technology.

RESEARCH METHODOLOGY
Research Design

According to Rahayu (2015), research design often uses visual aids such as graph and chart to aid the reader in understanding the data distribution. It means that. The design of this research is an action research. According to Hopkins (1993), action research is a process to empower all participants in the educational process (students, instructors, and other parties) with the means to improve the practices conducted within the educational experience.

Technique of Collecting the Data

In general, instruments used to collect data can be divided into two types, a test and a non-test (Arikunto, 2002:122). A test is a written set of questions to which an individual responds in order to determine whether the students pass the test or not. In this research, the researcher used a performance test where the students were asked to speak about instruction of doing something. There will be 2 cycles in this action research. The technique was used in collecting the data will be divided into several steps such as:

1. Cycle 1 : In cycle 1 the researcher tried to improve students' speaking skill through video technique. Then, the researcher gave a speaking test in expressing their identity.

2. Reflection of Cycle 1 : the reflection was conducted by a collaborator who will give an observation and field note related to the implementation of the technique in cycle 1.

3. Cycle 2 : in cycle 2 the researcher tried to improve students' speaking skill through video technique. The researcher gave the speaking test in expressing identity to find out whether in cycle 2 the students' speaking skill can be improved better then in cycle 1.

4. Reflection of Cycle 2 : the reflection was conducted by a collaborator who will give an observation and field note related to the implementation of the technique in cycle 2.

Technique of Analyzing the Data

There were 2 types of data collected by the researcher; they are qualitative data and quantitative data.

a. Qualitative Data

Qualitative data is obtain from observation sheets and field notes which is written by the collaborator. Those tools are used to observe students and teacher's activities during the teaching and learning process.

b. Quantitative Data

The data collected and analyze with qualitative and quantitative forms. Quantitative means the data will report in numerical form of percentage and use graphic in describe it. The result students' speaking skill also will be analyzed based on some criteria of Wachidah et al (2016) from the book "When English Rings the Bell". (see table 1). The score of students' speaking skill in every cycle will be given by the raters. There will be 3 raters in this research. After analyze the data qualitatively, the data also analyzed quantitatively.

Score	Letter Case	Quality

81 – 100	A	Excellent
61 - 80	B	Good
41 – 60	C	Average
21 – 40	D	Fair
0 – 20	E	Poor

Table 2. Classification of Students' Speaking Skill

Adopted from Wachida (2016)

In this research the data was found from observation and checklist. (Gay in Marthasuri: 2010) suggested some strategy in analyzing the data as follows:

1. Data managing. The data should be managed in observation, checklist and test form, in order to get good result and easy to analyze

2. Reading the note. The researcher will read and analyze deeply the data from observation checklist and the test

3. Describing. The data, which are getting during the research activities, will describe in order to provide detail information about the setting, the participants, and the activities. The aim of this step is to provide a true picture of setting and events that take place in the research

4. Classifying. The data is categorize into smaller unit based on the data from observation checklist and result of the test during the research activities The data is categorize into smaller unit

based on the data from observation checklist and result of the test during the research activities.

5. Interpreting. After classifying the data, the next step is to interpret into general conclusion or understanding. After classifying the data, the next step is to into general conclusion.

6. Written report. Finally, all of the data has been analyzed will be presented in a written report.

To analyze the data and to find out students' speaking progress in speaking, the researcher will use the below formula :

$$SA : \frac{G+V+P+F+C}{5}$$

Where :

SA : Speaking Ability

G : Students' Ability in Grammar

V : Students' Ability in Vocabulary

P : Students' Ability in Pronunciation

F : Students' Ability in Fluency

C : Students' Ability in Comprehension

(Haris, 1974)

FINDING AND DISCUSSION
Research Findings

In this research, the researcher tried to improve students' speaking skill in expressing identity using video technique.

The researcher conducted this research in 2 cycles where every cycles consisted of 3 meetings to the fifth students of SDN 032 Tambusai Utara. The researchers was helped by 3 raters to score the students' speaking performance and a collaborator to write a field note about the classroom situation during the research.

The result of the speaking test in the 3 meetings of cycle 1 showed that in meeting 1, students' speaking skill were very poor. It can be seen from the tabulation of the speaking skill assesment. The average of students' speaking skill in expressing identity during the meeting 1 in the first cycle was 34,11 and it can be categorized as poor.

In meeting 2 of cycle 1, students' speaking skill were still very poor. It can be seen from the tabulation of the speaking skill assessment. The average of students' speaking skill in the meeting 2 in the cycle 1 was 42,64 and it can be categorized as poor. In meeting 2, there was a score improvement from the previous meeting.

In meeting 3 of cycle 1, students' speaking skill still in the poor level. It can be seen from the tabulation of the speaking skill assessment. The average of students' speaking skill in the meeting 3 in the cycle 1 was 52,35 and it can be categorized as poor.

Meanwhile in the cycle 2, there was a significant improvement to the students' speaking skill in expressing identity through video technique. The last score in meeting 3 for cycle 2 showed that the average score for students' speaking skill was 65,29 and it can be categorized as the fair level. It means that in this research, the use of video technique could improve the students speaking skill in expressing identity from the poor level into a fair level of speaking.

The result of this research could answer the formulation of the problem in this research such as to what extent video technique can improve students' speaking skill in expressing identity. According to the observation note and speaking score of this research, video technique can improve students's speaking skill, especially in students' vocabulary and pronunciation. In the beginning, most of the students had low vocabulary mastery and also their pronunciation was poor. Their vocabulary mastery and pronunciation got improved little by little in every meeting.

This findings is supported by the statement from Berk (2009) states that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners. Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision.

CONCLUSION AND SUGGESTION

Based on the explanation on the previous chapter, the researcher could take several conclusions such as:

Video technique was very helpful in teaching and learning process, especially in teaching speaking.

Video technique could make students became more motivated and more active in the speaking activity Video technique also could minimize the students' passiveness in the process of teaching and learning activity.

There were some factors influencing students' speaking skill in expressing identity of this research:
Teacher

In this research, teacher tried to give a model to the students to present their performance and the way how to pronounce the words or difficult vocabularies in the dialogue

Teaching Materials

The teaching materials were one component in the improvement of students' speaking skill. In this case, the teaching

materials were also the topic that related to their background of knowledge or the things that students do in their daily life. Therefore, video technique that was implanted by the researcher really helped the students to improve their speaking skill in expressing identity. It can be seen from the improvement of students' speaking skill in every cycle.

A. Suggestion

Based on the result of the research, researcher would like to give some suggestions below:

For English teachers, in teaching English, teachers are hoped to improve students' motivation in learning English through the appropriate strategies for them. Especially for speaking skill, because it can measure students' comprehension toward a topic of a dialogue or conversation.

For students, speaking skill is very important to be improved beside the vocabulary to be mastered when they learn English. It can help them to deliver their message in a discussion or dialogue.

For the next researcher, the researcher suggests finding out the relevant aspect of speaking skill and video technique, especially in observe the use of video technique to improve students' speaking skill.

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