IMPROVING STUDENTS' SPEAKING ABILITY IN REPORTING PROCEDURAL TEXT BY USING VIDEOS

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Abstract

The research investigated the use of video to improve students' speaking ability in reporting procedural text to seven-graders of a junior high school in Bandung. A Quasi-experimental design was used in the research with pre-test-post-test non-equivalent group design. The experimental and control groups consisted of 25 students. Data collection was conducted by collecting students' speaking on both pre-test and post-test and a set of questionnaire to experimental class. The data were analyzed using several tests in SPSS 20. The findings of the test and questionnaire showed that video was effective in improving students' speaking scores. This condition was proven by statistical computation of independent t-test on post test scores in which tobt is higher than tcrit (2.702 > 2.011). This shows that video as media was considered effective to improve students' speaking skills, particularly in speaking procedural texts. Finally, the findings from the questionnaire showed that most students gave positive responses toward this method. The students gained some benefits from this method such as helping them to improve language skills, creating an active and fun class, motivating them to participate in learning activities.

Keywords: teaching speaking ability; videos; procedural text

INTRODUCTION

Nowadays, in Indonesia, learning English as a foreign language becomes important. Siti and Ahmad (2014) stated that English language has been as a good medium of communication in Indonesia. In some way or another, teaching and learning of english language can be considered to be an integral part of Indonesia educational system for a long time now. In this era, the students are required to have good proficiency in both spoken or written. Thus, English language has been taught at the Elementary level up to the college level.

In learning English as a foreign language, there are four skills which have to be well-mastered by the students, they include speaking, listening, reading and writing (Brown, 2001). Speaking is one of the four basic skills which has the important role in human activities to communicate with the other people. Moreover, speaking is the most important skills among four skills (Magriby,2012). By speaking, people are able to express their ideas, knowledge or information. Gillis (2013) states that speaking ability provides speaker a beneficial aspect as a speaker such as putting the word together to create meanings, thoughts, opinions, and feelings.

However, improving speaking skill is not an easy thing to be done in Indonesia, since Indonesians are not using English as their mother language. Beside, There are so many problems that have to be noticed, Magriby (2012). First, the problem comes from external and internal. External problem is institutional context that puts English as second language. Meanwhile, internal problem is native language. The native language is the most influential factor affecting a learner's speaking. Brown (2000,p.284) states, " If you are familiar with the sound system of learner's native language, you will be better in diagnosing students difficulties". Second, it is related to the

teacher. The English teacher does not use interesting media to conduct the teaching and learning process. The teacher does not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting. Third, it is related to students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the words, the sentences and the structure that differ from those of their mother tongue (Pradya Afisa, 2015). Fourth, it is related to the speaking activity. The problem is the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting, particularly during the English speaking teaching and learning process (Pradya Afisa,2015).

A good English speaker should have a good fluency,pronunciation and discourse management (Georgiou & Pavlou, 2003). They said that a good fluency enables the speaker to speak naturally. The speaker should also pay attention to the pronunciation because good pronunciation enables the listener to listen words clearly. Discourse management deals with how the speakers arranges and connects his/her ideas. It is also supported by Paul (2003), as a matter of learning speaking effectively, the learners are not only expected tp pronounce correctly and to use appropriate intonations but they are also expected to be communicative and to speak spontaneosly. It follows that the speakers need to have a good ability in speaking.

Actually, there are so many things that can be done to solve the speaking problem, such as using the new methodology to teach speaking or using the effective and attractive media in teaching learning process.

The use media can boost the language teaching be more interesting and atrractive. There are many media that can be used in teaching English. Video is one of an alternative media that can be used for teacher. Naik and Topkar (2012,p.124) states that "Video plays a greater role in the classroom if students are more accustomed to technology regarding its component that will help to improve the learning environment".

Regarding those statements, this study is to investigate the use of video in teaching speaking procedural text. By doing the research, it is aimed to find out the effectiveness of the use of video in improving students' speaking ability.

Nature of speaking
Speaking is one of language performances which is well known as an important skill required by all people in the world. Speaking also becomes one of the productive skills, and people consider speaking as the way of communicating particular issues to other people. Besides, Lado (1961) and Pinter (2006,p.55) stated that speaking is one of the productive skills and it is assumed as the most highly prized language skill since someone who speaks a language should speak and think at the same time then he also should understand what he conveys. Lewis and Hill (1993,p.54) states speaking is a process that covers many things in addition to the pronunciation of individual sounds. It also covers pronunciation, stress, and intonation. At last, speaking also helps the students to deliver a speech confidently.

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in a foreign language.Whatever language we use, people have many ways of communicating those and speaking is one of a way of expressing ourselves and language performances that can be used to enter the minds of other people. When people communicate with others the mostly use speaking as a way to share their ideas, feelings, thoughts on certain issues. Thornbury (2006,p.1) say that the average person produces ten thousands of words a day, although some people may produce even more than that.

There are three knowledge areas of speaking that have to be recognized by

language learners. The first one is the mechanic(pronunciation,grammar and vocabulary). Mechanic is about how to use the right words in the right order with the right pronunciation. The second one is the function (transaction and interaction), the function is used when the clarity of a message is essential and when precise understanding is not required. The third is social, cultural rules, and norms (turn-taking, the rate of speech, the length of pauses between speakers, relative roles of participants). Social, cultural rules and norms are about how to take into account who is speaking to whom, in what circumstances, and about what reasons(Nation, 1997).

Video as Audio Visual Media

Video is one of the audio visual media that can be used as a medium in teaching speaking. Many researchers believe that video can be one of teaching media that helps the teaching learning process. Hill (1999.p.7) states that video has an important role in developing teaching and learning of language.

Video can help student's comprehension since it can be seen and be heard. Through video, students are able to see the language use. Sand (1956) says that students can learn faster and easily by audio visual processes than by verbal explanation only. When students are watching video, automatically, they learn how to say something, make an interaction without being under pressure because video serves as an interesting way in learning. Watching the video will give them the chance to imitate the actions and will help them construct their ideas orally based on what they have watched. But Candlin (1981) affirmed that beside hearing and watching, the used video can help the learners in learning some expressions, gestures, and they can also learn the language in use. It can help to become easier in achieving the information. Gerlach and elly (1980,p.344) stated that audio visual bring people, the nations, and the cultures to the screen. Besides, the media can also increase students' motivation, Cohen (1981) find that most of the people are visually oriented. In the other words, when the teachers show an interesting video, it can increase students' level of interest in paying attention to the language in use.

Parallel with this, Smaldino et al.(2012) mentioned the good reason to use video as the instructional media in the classroom (p.240) :
a) Video has an obvious advantages in pottraying concepts an processes in the motion which is essential to learning
b) Video avoids the students from getting harm if they observe the phenomenon directly, such as an eclipse of the sun or warfare.
c) Video allow students to observe human personalities and interactions.
d) Video can be usefull to shape the personal and social attitudes of the students, such as " go green attitudes".
e) Video can present unresolved situation that stimulates students' problem solving skill.
f) Video presents pictures of the other culture from other societies.
g) Video enganges students have to group discussion that requires them to speak to each other.

Procedural Text

Procedure text is one of text types or genre. The use of genre in this study is glossed by webster's third as a distinctive type or category of literary composition. John (1990,p.33) stated that There are many kind of genre in studying a language, but here the writer focuses on procedure text. A procedure text it self has meaning a piece of text that gives us instructions for doing something. Mark and kathy (1997,p.50) According to the definition of a procedure text, it has a social function to describe how something is accomplished through a sequences of steps or actions. Gerot and Wignell (1994,p.206) stated some examples of procedure text are 1) directions, 2) instruction manual; 3) recipes; and 4) itineraries

Procedure text also has generic structures, there are as follow:
1. An introduction statement that give the aim or goal.
2. A list at the material that will be needed for completing the procedure.
3. A sequence of steps in the order they need to be done

Significant lexical grammatical features in procedure text are:

1) Use of simple present tense, often imperative. Depdiknas (2003,p.49) Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples put, take, cut, stir, add, boil, grind, etc.
2) The use of time words or numbers. The numbers or numbering has a function to indicate sequences, for example: first, second, third, and so on.
3) The use of adverbs. Adverbs are to tell how the action should be done, sometimes it is used with verbs in procedure text for example: cut quickly, stir slowly, put carefully, look accurately, etc.

Thus, from the explanation above, the researcher concluded that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

METHOD
In this research, the researcher used a quantitative research based on the experimental design. The research started to find out the effect of using video to students' speaking ability in the 7th of junior school with the quasi experimental method, the two groups control class and experimental class.

The population of this research was the fsevent of SMP pasundaN 6 Bandung. The researcher took one class for treatement. The researcher chose VII C because they have potential to be observed in this research. The experimental design in this reserach is described in Table 1.

Table 1. Research design of the study

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O3	-	O4

Notes :
X = the treatment for the true experiment
O1 = the observation of pre-test in the experimental class

O2 = the observation of post –test in the experimental class
O3 = the observation of pre-test in the control class
O4 = the observation of post-test in the control class

(Campbell and Stanley , 1963, as cited in Cohen and Manion, 1994,p. 169)

In collecting the data, the researcher used speaking test as the instrument. The speaking test consisted of pre-test and post-test in monologue. And used questinnaire to collecting data.

To investigate whether the difference the pre-test and post-test means of the experimental class was significant, or not the matched t-test in SPSS 20 for windows was used to analyze the pre-test and post-test scores. If the probability was more than or equal to the level of significance, there was no significance difference between the pre-test and post-test scor

RESULT AND DISCUSSION
Analysis of Pre-Test Scores
The pretest score in control class is 61,8 and the pretest score in experimental class is 62 (see Figure 1). It is seen that the pretest score in experimental class is bigger than the control class.

Pre test scores from targeted participants were the the first collected data after conducting the pilot test which indicated the validity and realibility of instrument (speaking test). The pre test scores were found from experimental group and control group before conducting the treatment.
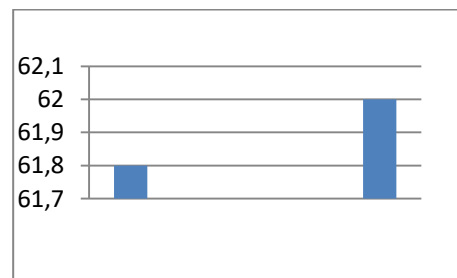

Figure 1. Average of pretest of control class and Average of pretest of experimental class

Analysis of post-Test Scores
Post-test conducted to identify student's final speaking skill. After the post-test result from experimental class and control class are

collected, the result was analyzed. The data was analyzed by Microsoft Excel to get descriptive statistical result from post-test score in experimental class and control class (see Figure 2).

The average score of posttest in control class is 74,8 while the average score of posttest in experimental class is 76,2 (see Figure 2). It shows 1,2 point of gap between the two classes. Thus the post test in experimental class is bigger than control class.
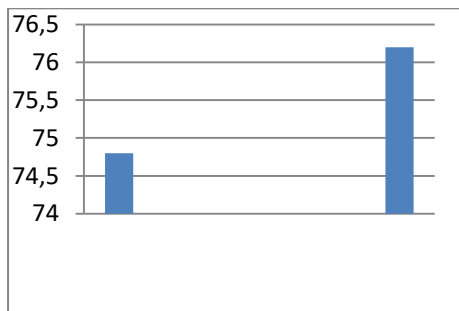

Figure 2. Average of posttest of control class and average of posttest of experimental class

Control Group Scores Analysis
The data in control group scores analysis were calculated by using SPSS 20.00 to compare the scores of pre-test and post-test. The level of sig.$\alpha = 0.05$ was used in this test with the following hypothesis:

> Ho = there is no significant differences between the pre test and post test scores.

The Independent T-Test on Post-Test Analysis
After analyzing the normality distribution and homogeneity of variances, then the data was calculated by using t-test formula to check the means of pretest scores between two groups. The level of sig. $\alpha = 0.05$ was used in this test with the following hypothesis:

> Ho= the two samples are from the same population; there is no significant difference between the two samples(Me = Mc).

Independent Samples Test Post Test
The table reveals that the tobt is 2.702 (the absolute of 2.702) and the degree of freedom (df) of pretest is 48. This means that the tcrit is 2.011 at the level 0.05 (based on the critical values of t at the 0.05 level to the line df = 48). Since the tobt is bigger than tcrit (2.702> 2.011) so the null hypothesis is rejected. It means that the two samples are from the same population and there is no significant difference between the two groups. It can be concluded that experiment and control student's are significantly different after treatment.

Paired Samples Test on Control Group
Table 3 finds that tobt gained is 5.719 with sig. 0.000 and the degree of freedom (df) is in 24. It implies that tcrit is 2.064. considering the obtained scores, it is concludeed that the tobt is bigger than tcrit (5.719 > 2.064). Thus, the null hypothesis is not accepted; there is significant difference between pre-test and post-test of the control group. After having completed several treatments except the use of video, the control group's speaking ability was improved.

Experiment Group Scores Analysis
The data in experiment group scores analysis were compurted by using SPSS 20 to scores of pre-test and post-test. The level of sig. $\alpha = 0.05$ was used in this test with the following hypothesis.

> Ho = there is no significant differences between the pre test and post test scores.

The result of independent t-test is presented in Table 4.

Paired Samples Test On Experiment Group
The table of paired samples test on experimental class finds that tobt 6.979 gained is with sig. 0.000 and the degree of freedom (df) is in 24. It implies that tcrit is 2.064. considering the obtained scores, it is concludeed that the tobt is bigger than tcrit (6.979 > 2.064). Thus, the null hypothesis is not accepted; there is significant difference between pre-test and post-test of the experiment group. After having completed several treatments except the use of video, the experiment group's speaking ability significantly improved. This finding supports the research hypothesis that the use of video has affected to the students' speaking ability.

CONCLUSIONS AND SUGGESTIONS

From the resarch, it can be concluded that teaching speaking procedural text by using video as the media is effective since the null hypothesis is rejected. There is a difference in speaking ability of the target between the experimental group and the control group.

Table 2. Post-test score analysis

| | | 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
POSTTEST	Equal variances assumed	1.293	.261	2.702	48	.486	1.40000	1.99499	-2.61120	5.41120
	Equal variances not assumed			2.702	44.594	.486	1.40000	1.99499	-2.61913	5.41913

The difference is indicated by the value tobt which bigger than tcrit. it means that there is a significant difference between the means in the speaking ability of the target. Based on mean, the experimental group showed better score than the control group in their post-test.

Table 3. Paired Samples Test Control Class

| | | 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	-13.00000	11.36515	2.27303	-17.69130	-8.30870	-5.719	24	.000

Table 4. Paired Samples Test Experimental Class

| | | 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	-14.20000	10.17349	2.03470	-18.39941	-10.00059	-6.979	24	.000

Furthermore, the result of questionnaire revealed that the most of the students gave positive response to the use of using videos as a media in teaching speaking procedural text. The use of video improved their language skills and encouraged their confidance in speaking. Questionnaire findings are in line with the experimental research findings.

In short, the effectiveness of using video in teaching speaking procedural text to the seventh grade students of SMP Pasundan 6 Bandung was not only prove by the statistical calculation, but also by the students' responses toward the teaching and learning process.

Based on the results and conclusion of the study, some suggestion are offered to overcome the effects of the weakness that many occur; several suggestion are suggested in the research addresed to the teacher. First, teacher who used video as the medium of teaching should choose the video which are suitable with the theme and the context of the lesson, the students' ages, and the characteristics of the students. Second, teachers need to have a peer correction for their own speaking skill. Third, teacher should modify the use of video in teaching activity with another technique to avoid boredom.

The next suggestion are addressed to the next follow researchers who are investigate the teaching speaking procedural text by using videos as the media. First, researcher should conduct the speaking procedural text teaching through videos to other levels. Second, the questionnaire used in the research is enriching the research findings. It expected in the next follow up researchers, the interview could also be taken by the researchers. Third, researcher should creatively explore not only the speaking procedural text but also speaking in other context, or more over in other skills(listening, reading, writing). The fourth, consider that the researcher is not a professional person in speaking field. It is strongly suggested that for the experimental research, pre-test and post-test are assess by using two assessors.

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