

**THE EFFECTIVENESS OF USING VIDEO OF EXPRESSION AS THE MEDIA IN
IMPROVING SPEAKING ABILITY IN MAKING GIVING INSTRUCTION
EXPRESSION FOR 7A CLASS OF THERESIANA 1 JUNIOR HIGH SCHOOL**

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ABSTRACT

The objective of this research is to know the effectiveness in using video to teach speaking. Among the problems came from the students themselves usually related to their age and intellectual development and also the differences in individual capability. A total of 35 students of 7A observed and tested by the teacher in their activeness and also their ability in producing the expression after getting the video treatment. The result showed that the ability in speaking giving instruction expression of the students improved after showing native video in producing instruction expression.

Keywords : video expression, media, speaking ability, giving instruction expression

INTRODUCTION

Theresiana I Junior High School has been applying English as the second language in all aspects of teaching and learning process. For that reason, all the students, teachers, and also staffs in Theresiana demanded to speak English actively. To support this reason, it needs competence of human sources, especially its English teacher. The Teachers should be able to apply appropriate teaching method and media with the condition of the students. So they can practice their ability in English with speaking.

Meanwhile, there are so much amount students in seventh grade that come from elementary schools that have different English program, so the English ability of the students also different. Most of them do not have understanding in English communication. They are also afraid and unconfident to speak up using English. Those problems have made the students to be demotivated and also they will be less active in learning English. So for that reason they have to

be motivated to be confident in speaking using English in the class or outside the class. Especially for seventh grade students that have been being in the start developing phase, they incline need to be guided in learning and also imitate what they look than gathering the information.

The teachers' frequency will face some difficulties to choose appropriate method and media for the students who have different English ability background in this phase. Teachers also meet milt media for teaching English. One of appropriate media in teaching speaking is native video given to the students so they can observe and also imitate the example from the native. Thus, this research intended to know the effectiveness of using video in teaching speaking.

REVIEW OF RELATED LITERATURE

Speaking skills is the ability to express opinions or thoughts and feelings to a personal or group verbally, either face or by distance. Moris in Novia (2002) states that speaking is a natural means of communication between members of the public expresses their thoughts and as a form of social behavior.

Meanwhile, Maulida Wilkin(2001) states that the purpose of teaching the English language today is to speak. Furthermore Wilkin in Oktarina (2002) states that speaking skill is the ability to speak up the sentences because the communication takes place through the sentences to show the difference of behavior that varies from different communities.

One thing that can improve students' ability to speak spontaneously, by exploring students' knowledge about the subject taught. By using instruction video media expression as a learning media is expected to enhance the ability of speaking students in learning speaking. Purnamawati and Eldarni (2001: 4) stated: "the media is anything that can be used to transmit messages from the sender to the receiver so that it can stimulate the thoughts, feelings, concentration and interests of students in such a way of learning process".

Through the use of video media instruction is expected that students will be interested and motivated to improve their speaking skills in English. Thus, learning achievement and the ability of speaking students in the teaching and learning process can be improved.

RESEARCH METHODS

Research setting

The subjects in this study were Junior High School students in grade 7A of Theresiana 1 Semarang that consist of 35 students.

Seventh grade students were used as a research sample that is assumed that they already have been being in the start developing phase to learn and also imitate what they look in teaching and learning process.

This study lasted for two months, starting in early August 2011 and ended in late September 2011. Implementation research is divided into two cycles.

Research cycles

As has been stated above, this class action research carried out in two cycles, and each cycle consists of four main activities, namely the plan, action, observation, and reflection.

At the plan stage, the teacher as a researcher made preparations at school. Here, all the activities to be implemented matured and defined the tools used to monitor the actions performed on the stage of action, the teacher presents the learning researcher according to the plans have been formulated. Along with the implementation of the action, the teacher observed by using a manner agreed before the planning stage. Observation results are then reflected together to look at the advantages and disadvantages that are used for the implementation of further action.

Data Collection

The technique that is used to collect data included observations and tests that each briefly described as follows;

a. Observation

The observations made are to observe the activity and expression of students' ability to display instructions in speaking English.

b. Test

Tests will be on performance or role play so the teacher will be able to obtain significant data on students' speech.

Research procedures

This study is a classroom action research that is carried out by following the research procedure based on the principle of Kemmis and Taggart (1988) which includes activities of

planning, action, observation, reflection or evaluation. All four of these activities take place repeatedly in the form of the cycle. This research was conducted by collaborating among Theresiana 1 Junior High School English teacher with a lecturer, and student of IKIP PGRI Semarang.

FINDINGS AND DISCUSSIONS

In cycle I, the material discussed is about giving instruction expression. Cycle I was conducted in 4 meetings or for 2 weeks, it is held in the second week and third week in August 2011.

An English teacher who appeared as the executor of action research, prepared the video and showed it on the LCD. She asked the students to watch the video then she guides how to pronounce the expression. After that students asked by the teacher to repeat after some expressions on the video. Then she asked the students to make a group and make a short dialogue about giving instruction. Finally they performed their discussion in a group in front of the class.

Results of observing of the cycle I show that there has been a change in students' behavior, but most students still feel awkward and embarrassed to speak especially to those who are not capable to speak or students classified as low. They are difficult to exclude ideas or responses because they feel unable to compete with a smart student. In this cycle only 12.5% that can understand the meaning but not fluent, 20% of students that pronounced well but don't understand the meaning, and 9% who have a good understanding, fluency and pronunciation. That is, only 41.5% students classified as smart students.

Based on the reflection of activity in cycle I, then the teacher made a plan of action for the cycle II, which gives children the opportunity to ask some questions in understanding the meaning of some expressions or how to pronounce the sentences.

In this cycle, the material covered is same as the cycle I. Activities of this cycle also lasted for 2 weeks with 4 meetings, namely the fourth week of August and first week of September 2011. The main activity in the cycle II is similar to the activity at cycle I. However, before learning begins, teacher tried to motivate students with guiding questions to provide reinforcement for the students so they do not feel embarrassed in issuing a response of an idea or topic that be studied. It is mainly aimed at children belonging to low-capable.

In this cycle, teacher not only provides opportunities for students who are active alone, but share the opportunity for students who are less active by providing guiding questions. If they have not been able to put forward the idea entirely in English, they were given the freeway to use some words that are difficult in Indonesian language. At the end of free activities also held a relevant view of the learning topic.

In the learning process in this cycle, students seem more enthusiastic, they have dared to express their expression. From the observation of this cycle, 20.8% are able to speak up fluently and have better pronunciation, 26.5% have a good understanding and also good pronunciation. Students who want to speak not only dominated by students who are good at it. Students who at first seemed passive, in this cycle have been actively speak up the expression. At the time video was performed, the children are enthusiastic to watch and imitate.

Test Result

Test results are given to students also showed progress from cycle to cycle. The results of the average daily value on the cycle I was 4.9 with 41.5% the percentage of completeness learning.

While on cycle II, the value of daily tests up to 6.1 with 57% completeness learning outcomes.

From the above discussion, it can be concluded that learning English using video as the media can improve students' speaking ability. We can see from the table below:

NO	Nama Siswa	PRE-TEST	POST-TEST	D	D ²
1	Agnes Naomi Rosalin A	86	86	0	0
2	Ardian Pramana Sucipto	67	80	13	169
3	Belvin Victor Sanjaya, N	0	0	0	0
4	Chrysella Vinessa S	47	73	26	676
5	Cicilia Oktaviani	67	73	6	36
6	Debora Putri Kusuma S	60	73	13	169
7	Edbert Liniarto	67	80	13	169
8	Elisabet Grace Sutikno	60	73	13	169
9	Elisabeth Meylinda Prisilia	73	80	7	49
10	Felicia Angelica	67	73	6	36
11	Gabriel Candra Anandi	87	93	6	36
12	Gerda Halim Candinegara	87	87	0	0
13	Irene Fiolina	60	73	13	169

14	Jason Ariel Salim, Lim	73	80	7	49
15	Jaysen	60	80	20	400
16	Jeremia Jovanska	93	93	0	0
17	Jessica Princessa	93	93	0	0
18	Joanito Evan Krissanto	80	80	0	0
19	Juan Melvin	60	73	13	169
20	Kevin Kristiadi	60	80	20	400
21	Kevin Septianto Waluyo	60	73	13	169
22	Kevin Surya Jaya	67	73	6	36
23	Kevin Wijaya	80	87	7	49
24	Manasye Rico C	60	80	20	400
25	Michelle Edilia Wijaya	67	73	6	36
26	Nicholas David Setiawan	53	73	20	400
27	Njoo, Adrian Julius	60	67	7	49
28	Oei, Jessica Cattleya	73	80	7	49
29	Oei, Stella Liliani	73	73	0	0
30	Oei, Steven Sanjaya	60	80	20	400
31	Poei, Jovan Kurniawan N	73	73	0	0
32	Sarah Kusumawati	73	80	7	49
33	Tan, Clairine Azalia S	73	80	7	49
34	Tio, Adelia Sebastian P	60	73	13	169
35	Tjoe, Nicholas Kristanto	87	93	6	36
36	Yovan Sanjaya	80	93	13	169
JUMLAH					
		2446	2774	328	4756

Mean pre-test: 69,88

Mean post-test: 79,25

Standard deviation of the differences.

$$SD = \sqrt{\varepsilon D^2 - D^2}$$

$$= \sqrt{\frac{4756}{35} - (9,37)^2}$$

$$= \sqrt{135,88 - 87,796}$$

$$= \sqrt{48,084}$$

$$SD = 6,93$$

Standard error of the mean for the differences

$$SxD = \frac{SD}{\sqrt{N-1}} = \frac{6.93}{\sqrt{35-1}}$$
$$= \frac{6.93}{5.83} = 1.188$$

Correlated t test

$$t = \frac{D}{SxD} = \frac{9.37}{1.188} = 7.88$$

Before calculating the t-test, first of all, we do pre test then after it continue with a post test then later doing the treatment. In the pre test we get 69.88 for the mean. And in the post test we get 79.25 as the mean.

From the computation of the formula t-test to find the score of t, the result of t is 7,88. Meanwhile, from the table of significance 5% with df (19+19-2), it is obtained table value = 2,04 Based on the data, it is found that using standard significance (real) 5% or it showed 7,88 > 2,04; so t-test is higher than t-table (7,88 > 2,04). It means that there is a significance difference of using video of expression as the media in improving Speaking Ability in making giving instruction expression for students of 7A class of Theresiana 1 Junior High School.

CONCLUSION AND SUGGESTIONS

Conclusion

1. Video as the media can increase students' participation in the classroom when teacher provides opportunities and guidance to all students.
2. The results of daily tests of students who were taught using video as the media is better and the percentage of student learning using video also higher than those who did not teach using video.

Suggestions

1. Video as the media approach can be used in teaching and learning as an alternative to increase the participation of talk and make the learning more effective and attractive.
2. English subject teachers should be creative and innovative in order to prepare the learning improvement and learning outcomes more.

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