



The Effectiveness of Using Video in Teaching Speaking of the Seventh Grade Students' at SMP Negeri 17 Makassar

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Abstract

Technological developments are also growing rapidly. Its development is almost sectoral, economic, political, and educational have implemented technology. One of them is the use of video. Video can be used as a solution to overcome the low ability of students to understand a concept. This study aims to determine the effect of WhatsApp groups on the ability to write narrative texts of eighth grade students of SMP Negeri 17 Makassar. This study uses a quantitative type of experimental method, there are two classes, namely the experimental class using video and the control class not using video. The sample of this study was class VII students consisting of 32 students for the experimental class and 32 students for the control class. The data collection technique in this study uses pre-test and post-test to collect data by giving text to write. The results of this study indicate that the post-test experimental class has a mean value of 74.69 and the post-test control class has a mean value of 72 ,66. The results of the data analyzed using independent sample t-test, showed that Sig.(2-tailed) was 0.000 lower than 0.05 so that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected so that there was an effect of using video in teaching speaking to students after using the video. Based on the results of this study, it can be concluded that video media is effective in improving the speaking ability of seventh grade students of SMP Negeri 17 Makassar.

Keywords: Effectiveness, Video, Teaching Speaking



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INTRODUCTION

The development of technology was growing rapidly. The developments has been almost sectors, economics, Politics and education has applied technology (Nurhikmah, et al., 2022; Imran et al., 2023). It could be predicted that many people has been addicted with information and communication technology

(ICT). The development of ICT cannot be separated from information technology (IT) which is also growing (Nurhikmah, et al., 2023). Information technology is one of many the device used by managers in anticipating changes (Laudon and Laudon, 2014). With the development of IT, many people do innovation to make IT that can be used to facilitate other people in doing daily activities, ranging from sending messages, assignments and communicate online, search for and buy many things by online, order tickets and modes of transportation online and many others (Sasabone, et al., 2023). Therefore, many aspects of human life are influenced by technological developments information where one of them is related to the learning process in the field education (Sukmawati, et al., 2019). Video can be used as a solution to overcome students' low ability to understand a concept. The ease of presenting videos that can be repeated during the learning process makes it easier for students to understand the contents of the video, besides that the presentation of structured material also makes it easier for students to understand the material, especially about concepts (Sudiarta, 2016).

In the process of teaching and learning English, students must master four skills such as reading, writing, listening, and speaking. With these skills, we can have good English. Among the four language skills, speaking is the most important skill, which has the main function in communication (Firdaus et al, 2017).

Video

According to Utaminingtyas (2011) video is a recording live pictures or television programs for broadcast on television sets, or in other words, video is a moving image display that accompanied by sound. video actually comes from the latin, video-vidivisum which means to see (to have the power of sight); can see. video media is one type of audio-visual media. audio media visual is a medium that relies on the senses of hearing and sense vision. audio-visual media is one of the media that can used in listening learning. this media can add interest students in learning because students can listen and see pictures at the same time. WhatsApp founded in 2009 by 2 yahoo graduates, namely Brian Acton and Jan Koum Sepudin Zuhri (2014) However, it was only at the end of 2015, LIPI librarians in the Puspipstek area knew that WhatsApp could be used for services information. Since then, the Information Services Implementing Unit (UPJ. PDII LIPI Serpong) has started using WhatsApp for services information. Since then, users of information services have start to switch to using WhatsApp as a communication medium. The convenience of the WhatsApp web feature for transferring data from a computer is increasingly becoming the main attraction for users in utilizing WhatsApp communication media.

According to Batubara and Ariani (2016) the video can divided into two types, namely: video analog and digital video. Analog video are videos saved in not computers such as television videos, videotapes, and films. this type of video use electrical signals (analog waves) and is usually used in industry television. The digital videos are: industry-produced videos computer from a series of numbers 1 and 0 (binary). Advantages of digital video over analog are in the picture quality which is fixed and durable when duplicated or transferred to another medium.

determination file size and digital video quality affected by the frame rate (speed image movement), image size and color depth.

According to Sudjana and Rivai (1992) cited in Yudianto (2017) the benefits of video media are: (1) can foster motivation; (2) the meaning of the message will be become clearer so that it can be understood by students and make it possible mastery and achievement of delivery objectives. The benefits of video media according to Aqib (2013:51) in Hardianti and Asri (2017) include: 1) More learning clear and interesting; 2) more learning process interaction; 3) time and energy efficiency; 4) improve the quality of learning outcomes; 5) learning can be done where and when just; 6) cultivate a positive attitude towards learning to the process and learning materials; 7) increase the teacher's role in a direction that more positive and productive

Teaching speaking

According to Harmer 2000 in Fauzan (2019), there are 3 basic reasons why giving students speaking assignments is a good idea by provoking them to use any and all language in their comments. There is: 1) Exercise, Invite students to discuss freely, giving them the opportunity to practice discussing outside the classroom. The teacher asks students to practice outside the classroom to find out how their speaking skills can be higher (Sasabone, et al., 2021). From this, students can improve their speaking skills except in two classes. 2) Feedback, A speaking task in which students try to use all and any language they know to provide feedback for both the teacher and the students (Efendi, 2022). teachers can see how well their class is doing and what language problems they have. Students can also see how easy it is for them to find certain types of speech and what they need to do to improve them. Student activities can give them immense self-confidence and satisfaction, and using sensitive teacher guidance can encourage them to study further. 3) Involvement Good speaking activities can be very motivating. When all students fully participate and If the teacher has managed the activities well and can provide sympathetic and useful feedback, they get great satisfaction from it. Many speaking tasks (role playing, discussion, dilemma solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher reveals about the expression of asking and giving opinions which is one of the English language materials in the tenth grade.

METHOD

Technique of Collection Data

1. Test

a) Pre-test

To collect data, the researcher conducted a pre-test for the experimental class and the control class. Which been tested on students. The pre-test was intended to determine the students' prior knowledge about speaking skills before being given treatment.

b) Post-test

c) Post-test After treatment, post-test is used after giving treatment to student. This test is the same as the previous pre-test. In this post-test, researchers saw an increase in students after being given treatment

d) Treatment

The way researchers improve students' speaking skills is treatment by using learning videos. after giving the pre-test, the researcher did the treatment using video; it is used in the experimental class only, while in the control class it is not. treatment is given at least four times.

2. Documentation

Documentation is intended to obtain data directly from research sites include: relevant books, regulations, activity reports, photographs, documentaries of research-relevant data.

Technique of Data Analysis

There are 3 types of data in order to be tested in this research. The ones three statistics are normality test, homogeneity test and hypothesis test.

1. Normality test

Normality test is used to understand the distribution data normal or not. To discover the distribution data is used normality test with chi-square. this normality tests are calculated for each experimental and Control class in each their pre-test and post-test. in this studies, the researcher used cormogorov-smirnov concept.

This theory is finding for < 50 samples. the data is said to be normally distributed if the significance Value is more than 0,05 (sig $> 0,05$). To calculate the normality test, the researcher uses SPSS 25 for Home windows.

2. Homogeneity test

Homogeneity test is used to realize whether or not experiment class and control class, which are taken from population, have same Variation or no longer. To facilitate calculations, researchers used a Software SPSS 25 for home windows pc.

3. Hypothesis Test

Data analysis is processing the data obtained by using existing formulas or rules applicable to the research or design approach taken. researchers use t test to analyze data. used to compare the speaking ability of students who were divided into two groups. the first is students who are taught using video and the second is groups are students who are taught video.

After the normality and homogeneity tests were carried out, the researcher continued to analyze data by using t-test. the researcher analyzed the data by comparing the scores between experimental class and control class on the post-test. the hypothesis to be tested in this research is as follows:

If $t > 0.05$ then H_0 is rejected, and if $t < 0.05$ then H_0 is accepted

The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, if the results of the t test shows a value greater than t table with a significance level of 0.05.

The null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, if the results of the t test shows a smaller value than t table with a significance level of 0.05

RESULTS AND DISCUSSION

The finding of this study used experimental research where there was an experimental class, which uses WhatsApp and control classes that do not use WhatsApp. From the results of the data analysis of research conducted, it can be described as follows.

1. The Descriptive Statistical Analysis

To find out the effectiveness of using video in teaching speaking, the researcher showed the following descriptive analysis:

Table 1.6 descriptive statistical analysis

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	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Experiment Class	32	25	55	80	2175	67.97	6.582
Post-test Experiment Class	32	30	60	90	2390	74.69	7.177
Pre-test Control Class	32	25	50	75	1895	59.22	6.105
Post-test Control Class	32	30	60	90	2325	72.66	6.597
Valid N (listwise)	32						

Table 1.6 Based on the table above, it shows that N = Valid 32 and 0 students are missing from the experimental class and the control class. The mean of the pre-test of the experimental class was 67.97 and the post-test was 74.69. Meanwhile, in the control class, the pre-test score was 59.22 and the post-test score was 72.66. In the experimental class the pre-test Std.deviation was 6.582 and the post-test deviation was 7.177. While in the control class the pre-test was 6.105 and the post-test was 6.597. In the experimental class. The pre-test range is 25 and the post-test is 30. While the pre-test for the control class is 25 and the post-test is 30. Experimental class The minimum pre-test is 55 and the post-test is 60, while the pre-test for the control class is 50 and the post-test is 50. -test is 60. Experimental class The maximum pre-test is 80 and post-test is 90. While the pre-test for the control class is 75 and the post-test is 90. The experimental class Sum pre-test is 2175 and post-test is 2390. control class pre-test 1895 and post-test 2325.

The Categorization of Control and Experiment Group's Pre-Test Scores

1.7 The Categorization of Control and Experiment Group's Pre-Test Scores

No.	Classification	Interval Score	Experimental Class		Control Class	
			F	%	F	%
1.	Needs Improvement	5-8	0	0%	0	0%
2.	Satisfactory	9-12	7	22%	24	75%
3.	Good	13-16	25	78%	8	25%
4.	Excellent	17-20	0	0%	0	0%
Total			32	100%	32	100%

Based on table 1.7 in the experimental class, it shows that there were 7 students or 22% of students who state that the students' speaking skills were in satisfactory, and 25 students or 78% were good category.

While the control class showed that there were 24 students or 75% who stated that the students' speaking skills were in the satisfactory category, and 8 students or 25% were in the Good category.

2. The Categorization of Control and Experiment Group's Post-Test Scores

1.8 The Categorization of Control and Experiment Group's Post-Test Scores.

No.	Classification	Interval Score	Experimental Class		Control Class	
			F	%	F	%
1.	Needs Improvement	5-8	0	0%	0	0%
2.	Satisfactory	9-12	1	3%	1	3%
3.	Good	13-16	27	84%	29	91%
4.	Excellent	17-20	4	13%	2	6%
Total			32	100%	32	100%

Based on table 1.8 in the experimental class, it shows that there was 1 student or 3% of students who state that students' speaking skills were in the satisfactory, 27 students or 84% were in the good category, and 4 students or 13% are in the Excellent category. Based on the description, it was found that the qualification of speaking skills after being given treatment was in the good category.

While in the control class, it showed that there was 1 student or 3% who stated that the students' speaking skills were in the satisfactory category, 29 students or 91% were in the Good category, and 2 students or 6% were in the excellent category.

3. Inferential statistical analysis

a. Normality Test

Normality test was needed to find out whether the data obtained of each learning media in this study is normally distributed or not. If the data is normally distributed, then this data can be processed using t-test statistics.

Normality test using the Kolmogorov-Smirnov formula in calculation using SPSS 26 program. To find out whether it is normal or not, if $\text{sig} > 0.05$ then it is normal and if $\text{sig} < 0.05$ it can be said to be abnormal. The calculation results obtained are as follows:

Table 1.9 Normality test

No	Group	Sig.	Description
1	Pretest Experiment Class	0.025	Normal
2	Posttest Experiment Class	0.005	Normal
3	Pretest Control Class	0.023	Normal
4	Posttest Control Class	0.050	Normal

Based on the results of the normality test using SPSS 26, it can be seen that the significance value (Sig) for all data both on the Kolmogorov-Smirnov test and the Shapiro-wilk test > 0.05 , it can be said that the study is normally distributed.

b. Homogeneity Test

After knowing the level of normality of the data, then the next test is carried out homogeneity. Homogeneity test was used to determine the level of similarity of variance between two groups, namely the experimental group and the control group. to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 (sig > 0.05). The homogeneity test results can be seen in the following table: Table.

Table 1.10 Homogeneity test

No	Group	Sig.	Description
1	Pretest Experiment and Control Class	0.310 >0.05	Homogen
2	Posttest Experiment and Control Class	0.666 $>0,05$	Homogen

The results of the homogeneity test of the research variables are known to have sig values with a value of 0.310 while the post-test with a significant value of 0.666. From the results of the calculation of the significant price of the pre-test or post-test data that is greater than 0.05 (sig > 0.05), it can be said that the data in this study has a homogeneous variance.

c. Hypothesis test

Hypothesis testing was analyzed using t-test to determine whether teaching speaking is effective using video for the seventh grade students of SMP Negeri 17 Makassar. The conclusion of the study was declared significant if the significance level was 5% and the p value < 0.05 .

Independent Sample t-test pretest experiment and Control Class

Independent sample t-test was changed to be used to compare two unrelated group methods as a way to identify whether there is statistical evidence that the associated population methods differ significantly. The researcher saw the independent sample t-test with the help of using SPSS version 26.

Group	T_{hitung}	T_{tabel}	df
Posttest experiment class			
Posttest Control Class	1.179	1.998	62

Based on the table above, it was obtained at a significance level of 5% ($1,179 < 1,998$) and had $p < 0.05$, which means that there was a significant increase.

Based on the description above, if t_{count} is greater than t_{table} , then H_a is accepted and H_0 is rejected. From the results of the calculation of t_{count} is 1.179. Compared with t_{table} , $df = 62$, namely (1.998) the significance level is 5%, then $t_{count} > t_{table}$. H_a is accepted and H_0 is rejected. In other words,

accept the alternative hypothesis (H_a) and reject the null hypothesis (H_0) to test both variables.

Thus, it can be concluded that variable X has a significant effect on variable Y. From the results of hypothesis testing, it is proven that "There is a significant difference score in teaching speaking for students who are taught by using Video and who are not taught by using video for the seventh grade students of SMP Negeri 17 Makassar."

CONCLUSION AND RECOMMENDATION

Based on the findings and discussions above, it can be concluded that video affects students' speaking ability. The post-test results showed a significant difference for students who were taught by videos in teaching speaking. Then the methods and learning used in the classroom create an active and interesting class for students. The used of video has a significant positive effect on the ability speaking students. This is indicated by the results of the pre-test and post-test, the average value Based on of the experimental class was 74.69 while the average value of the control class was 72.66. Therefore, it can be concluded that video which is applied in learning can affect students' speaking ability. In short, this study will not deny the role of other strategies in teaching speaking. The results of this study indicate that video can be applied in the teaching and learning process, especially in improving students' speaking skills. For students, the good results that have been achieved must be maintained and should be students are more active in following the teaching of speaking. For teachers, teaching speaking using video media should be supported by the creativity of the teacher, For school principals, in general, teachers rarely use video media, For school principals, in general, teachers rarely use video media, and For other researchers, other researchers who are interested in conducting research using video media

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