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THE EFFECTIVENESS OF VIDEO-MAKING TASK IN INCREASING STUDENTS' SPEAKING SKILL IN IAIDA BLOKAGUNG BANYUWANGI IN ACADEMIC YEAR 2019/2020

THESIS

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GRADUATE PROGRAM

ENGLISH EDUCATION DEPARTMENT

2020

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BY

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ABSTRACT

Khawa, Dewi. 2020. *The Effectiveness of Video-Making Task in Increasing Students' Speaking Skill*.Thesis, English Education Department, Postgraduate Program, Islamic University of Malang, Advisor: (1) *Prof*. Moh. *Adnan Latief*, M.A., Ph.D.

Key words: video-making task, speaking skill

This study employed quasi-experimental research design to investigate the effectiveness of video-making task in students speaking skill. The study was conducted in UPT Bahasa IAIDA Blokagung Banyuwangi during corona virus pandemic on April 2020. The sample of this study was students of Arabic department in second semester who are obligated to join English intensive language. There were 45 students involved the study; 22 students of experiment class and 23 students of control class.

In pre-test, students' speaking skill in experiment and control class was revealed on the same level, so researcher went to held conduct the treatment. The treatment was held in four meetings via online applications, e.i. YouTube, WhatsApp, Instagram, and Facebook. Experiment class was given video-making task and control group was given audio-lingual method. In experimental class, tutor gave the theme of each meeting and asked students to make video about the theme and upload it on social media (YouTube, Instagram, and Facebook). Students submitted the link of their video on WhatsApp class group and then tutor gave feedback to students' video.

The post-test was conducted after the treatment by two raters. Students were called via WhatsApp video and asked to explain about themselves in 5 minutes. The data of pre-test and post-test was analyzed by using independent sample t-test using SPSS 2.0.

The result shown that there is significant effect of giving video-making task on students' speaking skill, the p was 0.00<0.05. Moreover, students of Arabic education department in IAIDA Blokagung Banyuwangi those given video-making task achieve better score on speaking test than those are given audio-lingual method

Video-making task is a good alternative in teaching English because it opens students' creativity and their self-correction in speaking. Students have to write, read, recite the script before taping the video, and sometimes they need to retake and edit the video.

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ABSTRAK

Khawa, Dewi. 2020. Keefektifan Tugas Pembuatan Video dalam Meningkatkan Keterampilan Berbicara Mahasiswa. Skripsi, Jurusan Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: (1) Prof. Moh. Adnan Latief, M.A., Ph.D.

Kata kunci: tugas pembuatan video, keterampilan berbicara

Penelitian ini menggunakan desain penelitian eksperimen semu untuk mengetahui keefektifan tugas pembuatan video dalam keterampilan berbicara siswa. Penelitian dilakukan di UPT Bahasa IAIDA Blokagung Banyuwangi pada saat terjadi pandemi virus corona pada bulan April 2020. Sampel penelitian ini adalah mahasiswa jurusan Bahasa Arab semester II yang diwajibkan mengikuti bahasa intensif Bahasa Inggris. Ada 45 siswa yang terlibat dalam penelitian; 22 siswa kelas eksperimen dan 23 siswa kelas kontrol.

Pada pre-test keterampilan berbicara siswa pada kelas eksperimen dan kontrol diungkapkan pada tingkat yang sama, sehingga peneliti pergi untuk mengadakan perlakuan. Perawatan dilakukan dalam empat kali pertemuan melalui aplikasi online, e.i. YouTube, WhatsApp, Instagram, dan Facebook. Kelas eksperimen diberi tugas pembuatan video dan kelompok kontrol diberi metode audio-lingual. Di kelas eksperimen, tutor memberikan tema setiap pertemuan dan meminta siswa membuat video tentang tema tersebut dan mengunggahnya di media sosial (YouTube, Instagram, dan Facebook). Siswa mengirimkan link videonya di grup kelas WhatsApp dan kemudian tutor memberikan masukan untuk video siswa tersebut.

Post-test dilakukan setelah perlakuan oleh dua penilai. Siswa dipanggil melalui video WhatsApp dan diminta untuk menjelaskan tentang diri mereka dalam 5 menit. Data pre-test dan post-test dianalisis dengan menggunakan independent sample t-test menggunakan SPSS 2.0.

Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan pemberian tugas membuat video terhadap keterampilan berbicara siswa, nilai p 0,00 <0,05. Selain itu, siswa Jurusan Pendidikan Bahasa Arab IAIDA Blokagung Banyuwangi yang diberi tugas membuat video mendapatkan nilai tes berbicara yang lebih baik daripada siswa yang diberi metode audio-lingual.

Tugas pembuatan video merupakan alternatif yang baik dalam pembelajaran bahasa Inggris karena membuka kreativitas dan koreksi diri siswa dalam berbicara. Siswa harus menulis, membaca, melafalkan naskah sebelum merekam video, dan terkadang mereka perlu merekam ulang dan mengedit video.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, statement of the problem, the objective of the sudy, scope and limitation of the study, hypothesis of the study and significances of the study.

1.1 Background of the Study

Studying about languages is a necessary for human because language is a media for communication. By mastering languages, it reduces miss-understanding during the interaction. People as a social creation use language as vital tool which can not be separated from their life.

Speaking is one of four skills in English which plays an important meaning in mastering a language. Grace and Skinner (2005) stated that the important factors for college graduates in getting a job are oral communication and listening skills. Students of university have to prepare themselves for future in world of job.

The common problem that occurs in teaching speaking is teachers find difficult to conduct the active class which is centered to the students. Ur (1996: 121) states that many English Foreign Language learners have some personal problems, such a; inhibition, nothing to say, low or uneven participant, and mother-tongue use. Inhibition appears because students worried about making a

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mistake and fear of critic. Nothing to say happens when students have less idea and vocabulary. Low or uneven participant is often seen in many schools because the students' competence and characters in one class is different. Thus, some students are dominant in the class and other students talk less and sometimes silent.

The aim of studying additional language is using it naturally. Nation (1997) found that the improvement in speaking fluency also improves qualities of grammar accuracy and the degrees of content control. The practice of the speaking fluency is not conflict with the form-focused instruction, but strongly enhances to the accuracy of a language. Fluency and accuracy are two of the main items in speaking. However, many ESL students have difficulty in using the accuracy and fluency in speaking.

Since 17th March 2020, schools in Indonesia have closed students for 14 days in an effort to mitigate the spread of the corona virus. Because the virus is still widespread and fierce, the east java government issued an East Java Governor Circular Letter Number 420/2438 / 101.1 / 2020 regarding the extension of the implementation of educational policies in the emergency spreading of the corona virus. In the Corona Pandemic holiday, teachers and students still have to do the teaching and learning process from home based on calendar academic. The majority of teachers use social media as a medium for teaching from home.

English and technology have become essential tools to support language learning and to encourage the social participation of non-native speakers (Jung, 2006). Nevertheless,technology cannot improve language learning on its own;

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instead, it should be utilised as acomplement to conventional instruction methods. The actual enhancement of learning is dependent on how technology is used by students in their process of acquiring skills.

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed (Ellis, 200:16). By getting the task, students will have more time in using the English language.

Yang (2014) had researched about fluency by the tittle “is speaking fluency strand necessary for the college students to develop in the efl class?”. The research concluded that speaking fluency stand a necessary for college students. That is because the students consequently are not familiar with the way of practicing the speaking fluency but demanded a fluent communicative competence in conversation.

Study about using video also has done by Putri (2019) entitled “students perception on using video recording to improve their speaking accuracy and fluency”. The results of her study revealed a significant increase in students' speaking abilities, particularly in their accuracy and fluency. The students also show a good perception in the use of video recording in speaking classes. Students stated that video recording is an interesting thing that can be used to train their speaking skills.

The effects of peer-video recording on students’ speaking performance studied by Pham & Nguyen in 2019 revealed that students in the group treated

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with peer video recording task-based approach significantly outperformed those in the control group in terms of fluency, grammar, pronunciation and interactive communication while students' accuracy score remained after the treatment. In addition, the data obtained from the questionnaire indicated the experimental students had positive attitudes towards the peer video task-based approach.

Study about "a blended learning study on implementing video recorded speaking tasks in task-based classroom instruction" by Kirkgoz (2011) indicated that the use of video camera, as a technological tool, had a positive impact on students' viewing and critically evaluating their speaking tasks. Attention is drawn to a number of potential advantages of integrating technology into face-to-face instruction, and it is suggested that video cameras represent a language learning resource worthy of further investigation.

Aynur and Fatma (2013) studied about "video project assignments and their effectiveness on foreign language learning". Regards to the perceptions of the students on the impact of the VPAs on their foreign language learning process, the results of the survey showed that the assigned videos affected the participants' foreign language education positively. It concluded that the use of technology while learning a foreign language was appreciated by the learners.

Video-making task is a project based which is students centered class type. Students asked to explore their creativity in making video by using English language. While audio-lingual method is a behaviorism which is teacher centered. Students are drilled to repeat after the teacher's speech.

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The gap between this research and previous researches are this research using quantitative design to find the effectiveness of video-making task in students' speaking skill. Secondly, the task of this research will collaborate between technology and social media. Third, the sample of this research are students of university those living in Islamic boarding school (santri) who had limited access in gadget during in boarding house and forced to master it during study from home due to corona pandemic.

1.2 Research Problem

Based on the background of the study, researcher formulates the research question as "Do students who are given video-making task achieve better score on speaking skill than those who are given audio-lingual method?"

1.3 Objective of the Study

Referring to research problem, the purpose of this research is to investigate the effectiveness of video-making task in students' speaking skill.

1.4 Research Hypothesis

The hypothesis of this research is that students who are given video-making task achieve significantly higher score on speaking skill than those who are given audio-lingual method.

1.5 Significances of the Study

This research aimed to study about student-made video project to enhance students' speaking skill. The researcher hopes that this research gives contribution

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theoretically and practically. Puspa (2016) studied about student-made video project to enhance students' learning experience. In that study, 31 students of Management class were given close-ended questionnaire to obtain quantitative data while the qualitative data were gathered from group observation, group reports, and semi-structured interviews. The results revealed that in the preparatory phase the students stated that they develop their writing the most, in the production phase speaking skill was trained the most, and in the video presentation phase the students' reading and listening were the two English skills that developed the most. In production phase, students' speaking skill was trained 75%, writing 0%, reading 8%, and listening 8%.

In line with previous research, this study used students-video making as a treatment. The treatment in this study was not as a class project but as an individual task. This research also enriched the using the video-making task in students speaking skill by combining technology and social media.

In addition, hopefully the result of this research is being a source for teachers and students who teach and study speaking especially by using applications and technology. Furthermore, researchers may use it as reference for the next study. While practically, the result of this research is expected to enrich the alternative technique in teaching and learning speaking.

1.6 The Scope and Limitation

In this research, subject of the study is limited on the second semester students of IAIDA who obligated to join English language intensive in UPTB

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IAIDA. The object of the study also limited on video-making task in teaching English speaking to students of English intensive UPTB IAIDA.

The other limitation is that researcher given 4 meetings by the institution to conduct the research. It is because the institution has its own programs those need to be fulfilled in one year of academic.

Due to the pandemic and government advice about physical distancing, the research was focused on using social media as a platform of collecting the data. Raters and students were using WhatsApp as a group class for collecting the link of materials and video tasks and using Face Book, Instagram, or YouTube for uploading the video task.

1.7 Definition of Key Terms

Video-making Task in this research is a task that given to students to make a video about some themes. Students have to record their video and upload it on social media. Students also have to collect the link of their video so teacher able to reach the site.

Audio-lingual method is a drilling method in teaching English language. Teacher gives some sentences and students repeat after it. The sentence is not obligated to produce by the teacher; it may use a sample from native speaker on social media e.i. YouTube. The task that given to students is memorizing the words those they learn at class.

Speaking skill in this study focused in speaking fluency and accuracy without avoiding another aspect of speaking skill. It means, the other aspect were

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included in fluency and accuracy. Fluency in this research defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or abreakdown in communication. While accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary.

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CHAPTER VI

CONCLUSION AND SUGGESTIONS

This chapter presents two points; conclusions and suggestions. The conclusion is based on the result of research findings and discussion that presented in the previous chapter while the suggestions are given related to further implementation of video-making task to further studies.

6.1 Conclusion

Based on the result of data analysis and discussion which were presented in the previous chapter, can be concluded that there is significant effect of giving video-making task on students' speaking skill, the p was 0.00<0.05. Moreover, students of Arabic education department in IAIDA Blokagung Banyuwangi those given video-making task achieve better score on speaking test than those are given audio-lingual method.

6.2 Suggestions

In reference to the result, some suggestions are made for teaching and learning process especially in teaching speaking. They are proposed to the students, the English teachers and the further research.

The students are suggested to tape their video by using English language often. Millennial students are multi-tasked with a lot of social media opportunities, they may use it as the environment of learning English as foreign

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language. The students have to be more confident during life performance as if they were taped themselves on the video.

The English teacher are suggested to give video-making task to the students, because as shown in the previous chapter that video-making task is significantly effective in increasing students speaking skill. They also suggested being enthusiastic and active in giving the feedback to students.

It is suggested that the result of this result can be used as a reference or information to conduct a further research. It is also suggested for the future researcher to conduct research in the use of video-making task in different area of teaching.

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