The Power of Video Instruction: A Study on Elevating Eighth Grade Students' Speaking Proficiency at SMP Kristen Sa'dan

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Abstract

The purpose of this study is to find out research video is effectively used in teaching speaking for the eighth-grade students at SMP Kristen Sa'dan. In order to achieve the objectives of the study, the researcher uses the quantitative method using a pre-test and post-test. The study population was eighth grade students at Sa'dan and academic year 2023/2024. The number of students consisted of 75 students divided into three classes. Researchers used random techniques and chooses class VIII C, which consist of 15 students. There were six meetings during the study. Data was collected by oral tests. The results of data analysis through oral tests that the average pre-test value is 51 is categorized as very unsatisfactory and the post-test average value is 66 This means that the post- test average value is higher than the pre-test value. The results of the t-test and t-table show that there is an increase in speaking of students after using the modeling method. It has been found that the value of the t-test is 12,550 and the score of the t-table is 2,145. This means that the hypothesis is accepted because the t-test is higher than t-table (12,550> 2,145). Based on the results of the data analysis above, using video in teaching speaking for eighth grade students at SMP Kristen Sa'dan is effective.

Keywords: *Video, teaching, speaking, student*

INTRODUCTION

Speaking is one of the important skill that students should know in learning a language. Speaking is an interactive proses of constructing meaning that involves producing, receiving, and processing information.(Yeh & Lai, 2019) Speaking is a process of where speakers intend to build meaning through producing, receiving and processing information.

(Adaba, 2017)Teaching speaking is prominent language skill in language acquire. Teaching speaking will give instruction to a person in order communicative. (Gunadi et al., 2021) Teaching speaking is the way for students to express their emotions, communicative need, interact to other in any situation and influence the other. (Kayi, 2006) Teacher should know that the goal of teaching speaking is improving students' communicative skills, because only that way students' communication skills with in speaking skill, students can express themselves and learn how to follow the social and culture rules which appropriate in each communicative circumstance.

Based on the result of an observation doing in SMP Kristen Sa'dan there were problems of speaking English in the eighth-grade students. The students rarely had an opportunity to speak up, to

communicate with others, and to share ideas in the class. Speaking English was difficult for them, but the teacher did not give enough attention to them. They had boring activities in the English class. The teacher used text book based technique and reading aloud from book when teaching English . The teacher rarely using other media to support his teaching. Students are passive and merely listened to the teacher. The teacher controlled most of the activities and has low support in teaching of speaking.

(Octaberlina, 2023) In teaching English, teachers are required to be more active in using creative techniques in teaching. If teacher doesn't use an interesting method in English language lessons students will be easily get boring. This is what makes students lazy to learn English which ultimately makes them hate learning English. Teaching to speak English in the first middle school in Indonesia is not an easy task.

In line with this (Ossa Parra & Proctor, 2021) state that a possible way of stimulating students to talk might be done by providing them with the expensive exposure to authentic language through audio visual stimulation and with opportunities to use the language. (Harefa, 2020) There are some reasons for using video in teaching speaking. First, video includes audio visual that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice . Third, video shows the right situation of the conversation and the right body language of the speakers to the audience. Besides video also improves students' cultural understanding of English. Related to the facts, the research decides to use video to find out whether or not that video can solve the problem. (Brilianti & Fithriyani, 2020)The use media in the process of teaching speaking will be helpful in determining speaking. During the proses of speaking, students should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and to motivate to speak. It is believe that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. That is the reason that the researcher choses video as an alternative way to help students improve their speaking skill.

Researcher argues that video provides audio and visual information is important to help students to reflect on and improve their communication skills. Therefore, it is important for students to have a good understanding of teaching students so they are not bored in learning speaking.

(Ronsani Thamrin & Darsih, 2023) Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into words about perception, feeling and intention to make the other people grasp the message that is conveyed. It can also be said that speaking is people's ability in expressing their idea to other people. People engage in speaking for having a good communication.

Many experts propose definitions of speaking.(Putri, 2022) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. States (Sun et al., 2021) that speaking is equally important in young learners' language development. Moreover, (Al Hosni, 2014) states that speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production.

(Darzhaeva, 2019) states that for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. She also states that speaking in second or foreign language has often been viewed as the most demanding of the four skills.

It is clear that speaking is a verbal use of language that is important for communication. Speaking is people's ability in expressing their ideas to other people to understand each other. It is a demanding skill that should be developed in order to communicate with others.

(Asogwa et al., 2020) A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. (Chucherd et al., 2023) 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. (Van Gool et al., 1998) 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 visualand audio effects. Nowadays, students have an opportunity to increase their knowledge and skill everywhere either inside or outside the classroom by using audiovisual media. Those audio-visual materials, for example films and videos, promote perception, understanding, transfer of training, reinforcement, or knowledge of results and retention. (Woottipong, 2014) says that many teachers use video to introduce a topic, to present content, to provide remediation, and to promote enrichment.

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

(Saiti, 2022) proposes two video-based activities which can be used in video-based lessons. One of them is video watching activities. A number of activities are designed for specific video situations. They explore the range of options for use with both "off-air" and language learning videos. Video watching activities includes three sections as follows:

  a. General comprehension
The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back again for details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has been finished, the teachers read out questions and the students have to write the answer. After that, they compare with otherpairs whether they all agree. They watch the video again to check the answer.

  b. Working with aspect of language
The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual groups to focus on language is to get hold of English language videos which have subtitles in students' language. The teacher can start by viewing the video without sounds and discussing the subtitles in general. After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the

sounds turned up to compare their English with the words that were actuallyspoken.

How video clips help to start the students' creativity showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it.

Then they do any language work which may be appropriate. Teacher asks students to watch the clip again but they have to imagine how the scene would be different. This activity helps the students understand more about language being used and direct them to insights about language and behavior in general.

Implement video into classroom instruction for learning speaking effectively. (Hadijah, 2016) states that activity will be associated-with developing learners' comprehension strategies and preparing students to see the video by means of activating schema that is tapping students' background knowledge or trying newly introduced information to material previously introduced.

RESEARCH AND COLLECT IDEA
METHODOLOGY
In this research used qualitative descriptive, the population of the research is the eighth-grade students of SMP KRISTEN SA'DAN. There were 75 students of the eighth grade and divided into three classes. This research used random sampling because the number of population is relativelylarge in number. The researcher took class VIII^c consist of 15 students

Table : The Oral Assessment Rubric speaking

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensibly	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete	Speech and/or frequent pauses; Few or incomplete	Some hesitation but manages to continue and complete	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciationerrors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use vocabulary	Somewhat inadequate and use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary forthis level	Rich use of vocabulary with frequent attempts at elaboration

Table 1: score rubric of speaking test.

FINDINGS

Based on the result research the researchers gave pretest as follow:

Students	Score
1	50
2	50
3	51

Research Instrument
The instrument of the research is oral test. The oral test is used to know the effectivenessteaching speaking of by using video.

Technique of Collecting Data
The researcher used oral test to collect the data. To collect the data, the researcher was collected it by administering pre-test, treatment, and post-test. To know more the details of the testaccomplished, as follows:

Pre-test was given before the treatment. The pre-test was aimed to know the student's speaking skill before the treatment carried out. This result of the test became the evaluation before using in video teaching speaking is applied in the class. Treatment After giving the pre-tes, the research teaching for six meeting teaching speaking by using video. The students was watching. After that students are asked by three people in one group and practice to retell the story group friend in turn. Teaching Speaking Using video, implement video into classroom instruction for learning speaking effectively. (Hadijah, 2016) states that activity will be associated- with developing learners' comprehension strategies and preparing students to see the video by means of activating schema that is tapping students' background knowledge or trying newly introduced information to material previously introduced.

Technique of Analysis Data
In analysis the date the research used formula:

To score students' speaking test, the researcher used scoring rubric adapted from (Huang & Gui, 2014)

4	52
5	50
6	51
7	51
8	51
9	53
10	53
11	51
12	51
13	50
14	51
15	50
Average	**51**

Table 2: Pretest score

Based on the pretest results, which scored 51, that value is categorized as 'very poor.

After conducting speaking instruction using videos, the students' test results are described as follows:

Students	Score
1	70
2	80
3	62
4	61
5	62
6	63
7	62
8	80
9	62
10	61
11	70
12	64
13	64
14	64
15	65
Average	**66**

Table 3: post test score

The post-test results indicate a change in the students' scores when they learned to speak using videos in the learning process. The post-test score is 66, categorized as 'good.
The researcher found the result of the data analysis before giving the treatment by using video, the students speaking categorized poor score. It was proved by the mean score of the total score of

the pre-test is 51 and after giving treatment by using video, the students speaking was categorized good score. It was proved by the total score of the post-test is 66 The result of analyzed as previous part, it can be seen that the students mean score in pre-test 51 was and the students mean score in post-test was 66. It means that, the mean score of post-test was higher than pre-test and the value of t-test 12,550 is greater than t-table with value N-1 (15-1) = 14 on 5% (0.05) = 2,145 Therefore, it can be concluded that the by using is effective in teaching speaking, because the mean score of post-test higher than the mean score of pre-test, so H1 was accepted and H0 was rejected. based on the research, that the video used in learning speaking is effective. (Mastrokoukou et al., 2022) The term "effective" is an adjective that describes something as successful in producing the desired outcome or achieving its intended purpose. When something is considered effective, it means that it accomplishes its goals or objectives efficiently and with positive results. Effectiveness is often used to evaluate the performance or impact of processes, actions, strategies, tools, or individuals in various contexts, such as business, education, healthcare, and more. In essence, effectiveness is about doing things well and achieving the intended results. Based on the date analysis the use of speaking makes the students in classroom more active as a participant and confident in express their feeling. Besides that, the use of speaking makes students more motivated and easier to understand the lesson. This reason leads to better attention in learning. It also stimulates them to participle in learning activities by the application speaking.

CONCLUSION

The Research has provided valuable insights into the effectiveness of video-based teaching methods for enhancing the speaking skills of eighth-grade students at SMP Kristen Sa'dan. Throughout the research, we explored various aspects of video instruction, including its impact on students' engagement, motivation, and overall speaking proficiency.

The use of video instruction has been shown to significantly enhance student engagement in the learning process. Visual and multimedia elements have the capacity to capture students' attention and maintain their interest throughout the lessons. The

research indicates a positive correlation between the use of video instruction and improvements in speaking proficiency among eighth-grade students. Exposure to authentic spoken language through video content helps students develop their pronunciation, intonation, and fluency. The incorporation of video-based materials has been found to boost students' motivation to participate in speaking activities. The dynamic and interactive nature of video content often leads to increased enthusiasm for practicing speaking skills. The study highlights the importance of offering a variety of video materials, including authentic dialogues, interviews, and presentations, to expose students to diverse speaking situations and styles. While this study has shed light on the benefits of video instruction, further research is encouraged to delve deeper into the specific types of video content and teaching strategies that yield the most significant improvements in speaking proficiency. video instruction presents a promising avenue for elevating eighth-grade students' speaking proficiency at SMP Kristen Sa'dan. It is essential for educators to continue exploring innovative teaching methods that incorporate technology and multimedia resources to provide well-rounded language learning experiences. This research contributes to the ongoing dialogue surrounding effective language instruction and offers valuable insights that can inform future curriculum development and instructional practices. It is hoped that the findings of this study will contribute to the continued improvement of language education at SMP Kristen Sa'dan and beyond.

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