

DEVELOPING STUDENTS' SPEAKING PROFICIENCY THROUGH VIDEO-BASED LEARNING PROJECT

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi Video-Based Learning Project (VBLP) sebagai salah satu teknik dalam mengajar berbicara, dan video sebagai media untuk mengembangkan kemahiran berbicara siswa, dan untuk menemukan pengembangan VBLP menuju kemahiran. Penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari empat tahap: perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 40 siswa dari kelas sebelas Program Administrasi Perkantoran dari satu SMK di Bogor. Data dikumpulkan melalui observasi dan tes berbicara. Temuan mengungkapkan bahwa penggunaan VBLP mampu mengembangkan kemampuan berbicara siswa.

Kata kunci; Berbicara, VBLP, video, teks prosedur.

ABSTRACT

The research aims to describe the implementation of Video-Based Learning Project (VBLP) as one of technique in teaching speaking, and video as media to develop students speaking proficiency, and to find the development of the VBLP towards the proficiency. This research is a Classroom Action Research that consists of two cycles. Each cycle consists of four stages: planning, acting, observing and reflecting. The subject of the research is 40 students from the eleventh grade of Office Administration Program of one SMK in Bogor. The data are collected through observation and speaking tests. Findings revealed that the use of VBLP can develop students' speaking proficiency.

Keywords; Speaking, VBLP, video, procedure text.

INTRODUCTION

Knowing English involves not only producing the language correctly, but also using it for particular purposes, - Fraser (in Richards, 1983:30) states that when people use language, they characteristically do three things: they say something, they indicate how they intend the hearer to take what they said, and they have definite effects on the hearer results. In this context, it can be said that language means something spoken.

The main problem that the students have in this school is low skill in speaking. After the writer doing pre-observation at a private school in Bogor, it was found the students were still confused about how to speak about something because they still have little vocabulary. From the writer's information in that school, it was reported most of the students still had problems in comprehending in speaking. Many students got under the Passing Grade (KKM) and they had difficulties in comprehending their speaking.

Nowadays video is not a luxury item that people have. Everyone can watch videos for various purposes according to their will. One

of them for the interest in the field of education, the video has long been used to facilitate the writers and students in performing their duties. One of them is used in English subjects, especially in the speaking task.

Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. There are some reasons for using video in teaching speaking. First, the video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, the video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, the video also improves students' cultural understanding of English. Related to this, the writer decided to use video to find out whether or not the video can solve the problem. Speaking is more about the process rather than just a product. The use of media in the process of teaching speaking

will be helpful to determine the product of speaking.

SPEAKING PROFICIENCY

Rao (1998) stated that speaking proficiency is a proficiency that students have to express what they want to say about something immediately without looking to a text or dictionary. This proficiency will be appear when they face a certain situation. Proficiency has meaning with skill, proficiency, or competence, but proficiency has deeper meaning than them.

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed (Cameron, 2001: 40; Brown, 2004:140). There are three important points within this definition of speaking skills. First, by productive skill is meant the proficiency of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, expressing meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker.

Speaking is the proficiency to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' proficiency to produce the target language or English. Speaking is to express thought a loud using their voice. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purposes.

Keith and Morrow (1981) say, "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people whom the participants are both speakers and listeners. So, English writers must active their students speaking proficiency by providing communicative language activities in the classroom and then giving them the

opportunities to practice their speaking skill as much as possible.

According to Bailey (2000), "speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information."

VIDEO-BASED LEARNING PROJECT

Video-based learning is becoming more prominent in the world of education. Videos in education make it possible to overcome practical real-world constraints and explore the far greater possibilities provided by digital spaces. They promote student-centered learning either within the classroom or at home. Videos can also be integrated in online learning systems (LMS, portal, e-class, etc.) and can be combined with other services. For instance, learners can use in parallel video and an online chat room, forum or even video conferencing to communicate with their instructors. The combination of video with other learning services has great potential to provide to students with an integrated online learning space. (M.N. Giannakos; 2013)

METHOD

In this observation, the writer used a qualitative method to find out how the implementation of VBLP in teaching speaking class and the development of students' speaking proficiency after studying through the VBLP technique.

RESULT AND DISCUSSION

Finding

This chapter discusses how the writer presents the result of the observation and analysis of collecting the data.

The Implementation of VBLP

The result of observation and test was conducted to get information about how the implementation of VBLP in speaking class.

Teaching Speaking in Preliminary Test

This learning activity was the same method with students learning as usual. In this learning activity, the writer explained the procedure text and wrote it down on the whiteboard as an example. Students paid attention and wrote the example in their book. In the next meeting, the students practice it by explaining how to make something in front of the class and the writer gave them a score for their speaking proficiency.

Table 1; Data of Preliminary Test Score

No	Name	Test I
		05-Apr
1	Participant 1	78
2	Participant 2	80
3	Participant 3	80
4	Participant 4	82
5	Participant 5	80
6	Participant 6	65
7	Participant 7	78
8	Participant 8	84
9	Participant 9	82
10	Participant 10	78
11	Participant 11	50
12	Participant 12	82
13	Participant 13	80
14	Participant 14	85
15	Participant 15	83
16	Participant 16	80
17	Participant 17	82
18	Participant 18	83
19	Participant 19	82
20	Participant 20	84
21	Participant 21	82
22	Participant 22	65
23	Participant 23	80
24	Participant 24	80
25	Participant 25	78
26	Participant 26	65
27	Participant 27	80
28	Participant 28	60
29	Participant 29	85
30	Participant 30	76
31	Participant 31	80
32	Participant 32	80
33	Participant 33	67
34	Participant 34	80
35	Participant 35	78
36	Participant 36	80
37	Participant 37	83
38	Participant 38	84
39	Participant 39	78
40	Participant 40	80

Teaching Speaking in Secondary Test

In cycle 1, the writer did these steps; plan → action → observe → reflect.

From this teaching and learning model, the writer did a plan that was taken from the lesson plan. The lesson plan was

written that students were taught how to present a procedure text.

The writer did the action by explaining how to convey a procedure text orally. The students were given some examples from daily life. The students could find other titles as they want. Students had to present their task in front of the class, while the writer scored their appearance.

The scoring was based on the speaking aspects, they are pronunciation, grammar, vocabulary, fluency, and comprehension. The scoring was as the observation of the students speaking ability.

If all of the students presented their procedure text, the writer evaluated their appearance. Some students did the procedure text as the phases, but some of them did not do it. The writer did the second cycle.

In the revised plan, the writer used video as media for the teaching and learning process. The video that was played in the class was about a procedure text. All students had to pay attention to the video and they had to make the procedure text in the next meeting.

In the next meeting, all students had to convey their procedure text in front of the class. The writer called them to come to the front of the class randomly.

In this meeting, the writer gave them score and saw the increasing or decreasing of their score based on the writer observation.

Table 2; The Data of Secondary Test Score;

No	Name	Cycle I	Cycle II
		22-Apr	29-Apr
1	Participant 1	80	85
2	Participant 2	82	86
3	Participant 3	82	87
4	Participant 4	84	87
5	Participant 5	82	88
6	Participant 6	78	82
7	Participant 7	80	85
8	Participant 8	86	90
9	Participant 9	84	89
10	Participant 10	80	84
11	Participant 11	50	65
12	Participant 12	84	87
13	Participant 13	82	85
14	Participant 14	87	92
15	Participant 15	85	92
16	Participant 16	82	86
17	Participant 17	84	87

18	Participant 18	88	90
19	Participant 19	84	88
20	Participant 20	86	88
21	Participant 21	84	86
22	Participant 22	80	85
23	Participant 23	82	86
24	Participant 24	82	84
25	Participant 25	82	85
26	Participant 26	80	85
27	Participant 27	82	85
28	Participant 28	83	87
29	Participant 29	87	87
30	Participant 30	82	85
31	Participant 31	82	86
32	Participant 32	82	86
33	Participant 33	80	85
34	Participant 34	82	85
35	Participant 35	82	86
36	Participant 36	82	85
37	Participant 37	85	88
38	Participant 38	86	90
39	Participant 39	80	84
40	Participant 40	82	85

After completing four meetings in implementing VBLP, the writer concludes that VBLP can be successfully conducted when the writer does the teaching process in the right way or procedure. In this study, the writer that also the writer did three stages of VBLP in every meeting. They are a pre-task phase, main-task phase, and post-task phase. The writer prepared all the phases or stages well. It is obvious from the lesson plan he made, the chosen and designed task and organization of the activity in class. The writer exemplified the procedure text in class, used the verbalization to explain the materials clearer, also helped the students when they had difficulties during the lesson, moreover, the writer emphasized the students that error is okay and evaluated those errors to do something better in the next meeting. Those are the real action of the writer in implementing development to help students in learning speaking. Thus, the prepared activity, task, texts and materials support the whole processes in implementing VBLP to develop students' speaking proficiency. Furthermore, all actions in implementing VBLP invited the students to active

participation in all the teaching and learning process.

According to the finding, the data indicates that the implementing of VBLP develops the students' speaking proficiency in six supported competencies or indicators listed on the lesson plan. They are VBLP to develop students' speaking proficiency in identifying information about activities procedure text, understanding the structure of the sentence in Simple Present form, understanding the organization of the text, in this case, procedure text. Then VBLP also develops the students' speaking proficiency in understanding the element of speaking, arranging the Simple Present form sentences become a procedure text, answering the question about activities or event in present, and the last one develops students in being able to pronounce, use grammar, vocabulary, fluency, and comprehension.

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