Using Media (Video) to Improve Students' Speaking Skill in Study Case: Junior High School

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Abstract: Learning media in the digital era must be aligned with technological developments. The learning media chosen must be interesting and attached to students. The video is currently popular with many people, including the students of Junior High School, MTsN 1 Kolpajung Pamekasan. Departing from these reasons, the researchers took the initiative to implement the video as a media for interesting and fun learning in delivering material in English for Junior High School. This study aims to find out how effective the video as media is in improving the speaking skills of students majoring at the MTsN 1 Kolpajung Pamekasan. Qualitative method is used for analyzing the data on performance test, observation and discussion on the implementation that were produced by the students as well as processing on student views regarding the use of video media in learning in English subject especially speaking skill. The result indicated that the use of video media is considered quite effective in developing students' speaking skills. From the results of observations, it shows that there has been an increase in student activity, from an average of 74.7% in cycle one and 82.2% in cycle two, to 86.3 in cycle III, as well as teacher activity in the learning process increasing from 85.7 % in cycle I, 90.3% in cycle II increased to 92.03% in cycle III which stated that video media was an innovation in learning English, which made students more relaxed and enjoyed the teaching and learning process and eliminated the mindset that learning English is difficult.

Keywords: Media, Speaking Skill, Students

Introduction

These days, English is a more significant worldwide language in many aspects of our lives. Proficiency in English, particularly in speaking, is essential for students to be able to communicate with people around the world. Since English has become a universal language, proficiency in the language is crucial. The pupils still deal with certain issues, though, which demotivate them and prevent them from speaking. In light of these circumstances, the instructor must confront this difficulty and choose the best method for engaging students in the teaching and learning process, especially when it comes to speaking (Mainike Silvi Rety Badian, 2023). The learning system's quality is dull and uninteresting. One way to engage pupils in the learning process is through the use of media.The learning system's quality is dull and uninteresting. One way to engage pupils in the learning process is through the use of media (Muakhiroh & Saadatuddaroini, 2020).

When studying English, video content can be utilized for more than just practicing speaking and listening (Maulina, 2019). Nonetheless, it can also be utilized to hone writing and reading abilities as well as knowledge of the material under study. For pupils to acquire the fundamentals of oral communication, English as a Foreign Language (EFL) speaking instruction is required. Students' speaking abilities may be enhanced by using instructional media when teaching EFL speaking. Because it offers a visual and auditory representation of the target language, video can serve as a holistic educational stimulus (Rizavatmi, 2023).

Speaking turns into a test of a student's proficiency in the language they are learning. However, a number of issues, including a lack of confidence, poor vocabulary and grammar, and an unsuitable teaching method, might hinder pupils' ability to communicate. Information and technology (IT) advancements in this day and age may hold the key to solving those issues. The advancement of technology appears to benefit education in a number of ways. Students can enjoy a range of educational media thanks to technology (Kristiani & Pradnyadewi, 2021). Speaking in both first and second languages is a skill that merits just as much attention as literary skills (A.Y et al., 2023).

One ability that is frequently used as a gauge of a student's proficiency in learning English is speaking. Numerous research have been carried out to investigate the best strategies, techniques, and materials for enhancing pupils' speaking abilities. Making a video project is one technique that may be applied to teaching speaking (Zein et al., 2023). Speaking is a crucial English language ability for expressing thoughts, feelings, and opinions to others. My observations during my teaching practicum at a vocational school indicate that pupils' confidence in their ability to speak English is lower. Teachers' use of media in the classroom affects the teaching and learning process in addition to the students' difficulty speaking. Speaking instruction in the classroom still involves the use of traditional media (Fidriani et al., 2021). Since speaking involves using the target language to communicate and convey ideas, students may find it to be one of the most difficult abilities. Additionally, when speaking in front of an audience, students should be able to express themselves through a combination of spoken and nonspoken language, including by developing an engaging speech, choosing engaging subjects, and utilizing appropriate body language (Rohmah, 2022). One of the most frequent difficulties faced by English language learners is speaking the language as a foreigner. This is caused by a variety of factors, including their belief that the teacher is "a sage on the stage," their own shyness, a lack of proper grammar and vocabulary, and a lack of cooperative learning abilities (Benjelloun, 2021). Research at MTsN 1 Kolpajung was carried out based on the limitations of the media used in the English language learning process, especially introducing the ability to speak a foreign language. Therefore, this school is the right place to use as a place for research in finding data that will achieve the objectives of the research (Burakova, 2022).

Methodology

This research was conducted at MTs Negeri 1 Pamekasan Jalan Kolpajung, 2024-2025 school year, in class VIIIC, assisted by students, colleagues, technicians. Meanwhile, the techniques and tools used in data collection, namely: performance tests, observations,

discussions and cameras. Data collected during each observation or observation activity is analyzed descriptively using percentage techniques to see trends that occur in English speaking activities, while learning outcomes are analyzed by analyzing the average score of performance test results which refer to predetermined assessment criteria (Bozkurt, 2024). Then categorized into classifications not yet achieved, achieved and exceeded.

Result and Discussion

This classroom action research was conducted at MTs Negeri 1 Pamekasan Jalan Kolpajung semester of the 2024-2025 academic year, from August to September 2024 in class VIIIC with a total of 33 students with the composition 17 men and 16 women. In PTK, data is obtained from teachers, peers and students, while the techniques and tools used in data collection are: performance tests, questionnaires, observations, discussions and cameras. Learning outcomes are examined by examining the average value of performance test results that make reference to criteria, while descriptive analysis is done using percentage techniques to identify trends in speaking activities in English texts based on the data gathered in each observation or observation activity during the research cycle's implementation (Lee, 2019). Predetermined assessment. Then categorized into classifications not yet achieved, achieved and exceeded.

This research was carried out in three cycles consisting of four stages, namely planning (plan), implementation (act), observation (observe), and reflection (reflect). The planning stage begins with identifying the basic competencies that will be used as research, creating the instruments needed for the learning process activities which are carried out in three stages, namely pre-speaking, speaking and post-speaking. At the observation stage, the researcher and collaborators observed student activities during the learning process and made notes on the observation sheet. In the final stage, reflection is carried out to analyze the results of observations and make conclusions and plans for the next action (Menggo, 2019).

The research results were grouped into four parts, namely the results of the questionnaire given before the PTK was carried out, the results of the first cycle of research, the results of the second cycle of research and the results of the third cycle of research and the fourth part was the results of the questionnaire after the research. Before the classroom action research was carried out, students were given a questionnaire with the results that only 6 students dared to speak English (18.1%), 27 students (71.7%) had difficulty speaking English, 33 students had never used speaking learning videos on English texts but as many as 25 students considered learning speaking to be fun because students enjoyed speaking using learning videos (Encalada, 2019).

After knowing the map of the student's condition in the results of the pre-PTK questionnaire, then action was given in cycle I with the results showing aspects of motivating students, stating learning objectives, providing opportunities to ask questions, guiding students individually and in groups, assessing student performance which was carried out very well by teacher, but from the aspect of forming student groups, organizing each stage of the learning process in a timely manner, concluding that the learning material still needs to be improved by the teacher. In general, the results of teacher activities in cycle I were 85.6% to 90.3% and 92.3% in cycles two and three (Spring, 2019).

The results of observations of student activities in learning activities show that 71.8% of students have the initiative to start work and find solutions to problems. In terms of responsibility, 69.6% of students already have it. The remaining students still need further guidance in terms of not bringing behind dictionaries or textbooks. Collaboration between students in groups is good (78.7%) and almost all students actively ask and answer questions from teachers and friends (76.4%) in the speaking learning process. However, in terms of punctuality, students still need more direction because there are still 4 students (12.6%) who are late in having conversations in front of the class. Overall the average is 74.7% or in the good category. Based on the student speaking assessment indicators, it appears that in terms of organization and content it is quite good. This is because the teacher guides students step by step in the speaking process, namely from the initial speaking stage (pre speaking) to the stage where students speak in pairs in front of the class. Meanwhile, in terms of grammatical indicators, students' pronunciation still requires further guidance. With the minimum completeness score (KKM) criteria of 75, it is known that there were 25 students (75%) who obtained a score that was exceeded in cycle one, increasing to 30 students (90.8%) in cycle two and increasing to 31 students (93.8%) in cycle three. The average class score in cycle I was 75.9 in cycle one, increasing to 78.8 and 81.8 in cycles two and three.

The effectiveness of learning videos in improving learning outcomes in cycle I from the results of the questionnaire showed that 28 students (87.8%) were interested in studying English texts through learning videos. Because the way the material is presented is quite clear (84.6%) so 25 students (75.6%) think the material taught is easy to understand. However, all students (100%) still need step-by-step guidance in the process of learning to speak English texts. Teachers provide opportunities to ask questions (84.7%) and guide students individually and in groups (87.7%). Overall, the average effectiveness of the demonstration method in cycle I reached 87.4%. Based on the implementation and observations in the learning process in cycle I there were still shortcomings, so a better plan was made in cycle II, with the following results: Teacher activity in cycle II learning process. In cycle II the teacher motivated students, explained the material, provided opportunities to ask questions, guided students individually and in groups, concluded the material and provided follow-up assignments which were carried out very well. In general, there was an increase in teacher activity scores, namely from 85.6% to 90.3% in cycle II.

Cycle II student activities. The results of observations of student activities in cycle II in learning activities showed an increase, namely 71.8% of students had the initiative to start work and find solutions to problems in cycle I to 81% in cycle II. Judging from the responsibility side in cycle I, 69.6% of students had it, up to 87.8% in cycle II. The remaining students still need further guidance in terms of not bringing behind dictionaries or textbooks. Collaboration between students in groups increased from 78.6% in cycle I to 82.4% in cycle II and in terms of active questioning, it decreased from 76.4% in cycle I to 81% in cycle II. Even though there was an improvement in terms of punctuality, namely from 77.2% in cycle I to 78.7% in cycle II, students still needed more direction because there were still 3 students (9%) who were late in having conversations in front of the class. Overall the average was 82.2% or in the good category. The results of the performance test in cycle II showed that there were 2 students who got a KKM score (75) or (6%), 27 students got a score

above the KKM (81.7%), but there are still 4 students who have not reached the KKM (12%) with an average score of 80.4 and learning completion of 87.9%. From the data it is known that there was an increase in the average score from 75.8 in cycle I to 78.8 in cycle II, as well as learning completeness from 75.6% in cycle I to 87.7% in cycle II.

From the results of the questionnaire at the end of cycle II, it was found that 30 students (91%) were interested in studying English texts through learning videos, 29 students (87%) said the material was easy to understand and the delivery method was clear enough (87%). All students need step-by-step guidance to improve their speaking skills in English texts. Teachers also guide students individually and in groups (93%) and provide opportunities to ask questions to students who experience difficulties (84.6%). In general, the average effectiveness of the demonstration method in speaking learning activities on procedure texts is 91% or in the very good category. Based on the implementation and observations in the learning process in cycle II, there are still shortcomings, so a better plan is made in cycle III, with the results as follows. following: Teacher activities in the learning process cycle III. In cycle I the teacher motivated students, explained the material, provided opportunities to ask questions, guided students individually and in groups, concluded the material and provided follow-up assignments which were carried out very well. In general, there was an increase in teacher activity scores, namely from 85.6% in cycle I to 90.3% in cycle II and increasing to 92.03 in cycle III.

Cycle III student activities. The results of observations of student activities in cycle III in learning activities showed an increase, namely 71.8% of students had the initiative to start work and find solutions to problems in cycle I to 81% in cycle II, increasing to 82.5% in cycle III. Judging from the responsibility side in cycle I, 69.7% of students had it, to 87.8% in cycle II, increasing to 90.1% in cycle III. The remaining students still need further guidance in terms of not leaving behind dictionaries or textbooks. Collaboration between students in groups increased from 78.7% in cycle I to 82.5% in cycle II and in terms of activity in asking questions decreased from 76.4% in cycle I to 81% in cycle II, increasing to 83.2% in cycle III. Even though there was an improvement in terms of punctuality, namely from 77.2% in cycle I to 78.7% in cycle II, students still needed more direction because there were still 2 students (6%) who were late in having conversations in front of the class. Overall the average is 86.3% or in the good category.

The performance test results in cycle III showed that 31 students (93.8%) got scores above the KKM, but there were still 2 students who had not reached the KKM (6%) with an average score of 81.8 and learning completion. 93.8%. From the data it is known that there was an increase in the average value from 75.8 in cycle I to 78.8 in cycle II, increasing to 81.8 in cycle III. Likewise, learning completeness went from 75.7% in cycle I to 87.8% in cycle II, increasing to 93.8% in cycle III. From the results of the final questionnaire of cycle III, it was found that 31 students (94%) were interested in studying English texts through learning videos, as many as 30 students (91%) said the material was easy to understand and the delivery method was clear enough (91%). All students need step-by-step guidance to improve their speaking skills in English texts. Teachers also guide students individually and in groups (94%) and provide opportunities to ask questions to students who experience difficulties (91%). In general, the average effectiveness of learning videos in speaking learning activities on English texts is 92.4% or in the very good category.

On the title _Using Video in Teaching Speaking_ (Harefa, 2020) said that Students can improve their speaking abilities by using videos. It is supported by quantitative data, including test results from each cycle. According to the quantitative statistics, pupils' speaking abilities have increased with each cycle of using videos and have reached the success indicator.

Other research in _THE EFFECT OF VIDEO PROJECT-BASED LEARNING ON STUDENTS' SPEAKING SKILL_ (Iin, 2022) showed Project-based learning can greatly enhance students' speaking abilities, according to the study's results, which in this case were obtained using the paired sample T test. The students' pre- and post-test results were at level.00 or P.05. Furthermore, it has been demonstrated that adopting this video project learning approach boosts students' confidence when speaking English. Future researchers should concentrate on learning or developing other abilities, according to the recommendations made by this study. Refer to _Boosting students' speaking skill in the pandemic era using problem based learning video_ (Pinatih et al., 2021). The data were classified as normal and homogeneous following the normality and homogeneity test (Lu, 2019). Furthermore, the data analysis revealed that the null hypothesis was disproved, indicating that using instructional videos to improve students' speaking abilities was highly successful.

Conclusion

Based on the research results and discussion, it can be concluded that, 1) Efforts to increase students' understanding of learning need to be packaged in creative and innovative ideas, especially learning to speak English requires continuous practice so that with learning videos students can learn English not only at school, but also at home or other places. 2) The use of learning videos in learning to speak short functional texts and narrative/report texts can increase the activity of the learning process. 3) From the results of observations, it shows that there has been an increase in student activity, from an average of 74.7% in cycle one and 82.2% in cycle two, to 86.3 in cycle III, as well as teacher activity in the learning process increasing from 85.7 % in cycle I, 90.3% in cycle II increased to 92.03% in cycle III. 4) Speaking ability in short functional texts and narrative/report texts has increased, namely 75.8 in cycle one, 78.8 in cycle two, increasing to 81.8 in cycle III, as well as learning completeness from 75.7% in cycle one 87.8% in cycle II increased to 93.8% in cycle III. 5) With learning videos students can practice pronunciation of words with correct pronunciation and intonation, develop ideas for speaking, use appropriate gestures so that students can improve their ability to speak English texts. 6) With learning videos a more enjoyable learning atmosphere is created because students can learn/practice anytime, anywhere.

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