

THE EFFECTIVENESS OF USING VIDEO CLIP IN TEACHING SPEAKING TO DELIVER HORTATORY EXPOSITION TEXT: An Experimental Research

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Article Info	Abstract
<p>Received: April 18, 2018 Accepted: June 17, 2018 Online: June 28, 2018</p> <p>Keywords: Effectiveness, Speaking, Hortatory Exposition Text, Video Clip, Experimental Research.</p>	<p>This This research aimed at finding out whether or not the use of Video Clip and Hortatory Exposition Text effective in improving student's pronunciation and student's vocabulary. The researcher used an experimental research. The research had conducted a treatment, where the class consisted of six meetings. The location of this research was done at the second grade students of SMA N 22 Makassar with 30 students and stand by one class using individual test in pre-test, treatments and post-test design.</p> <p>The research instrument was an oral presentation as a pre-test and posttest. In pre-test the students presented their argument after they watched the video clip that given by cell phone and they were explained based on the structural of hortatory exposition text.</p> <p>The findings indicated that the use of video clip as media in the teaching speaking to deliver hortatory exposition text was effective in term of pronunciation and vocabulary. It is provided by the pre-test is (59, 75) and compare to the mean score of post-test is 72, 84 and the percentages of the improvement is 21, 90%.</p>

INTRODUCTION

Speaking is an important skill of English language in conducting communication, so that, students should study well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. Ramelan (2000:3) good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. These problems be the caused by many factors such as the methods and techniques applied by the English teachers and the media used in the teaching and learning process.

In the teaching and learning process, developing the students speaking skills seems to be the most difficult thing, Arsyad (2005:3) there are a few necessary steps to be taken to teach speaking in the classroom, one of the steps in developing students speaking skill is the teachers have to building the communication between the teachers and the students. The teachers should be able to conduct a comfortable situation and always make a different style in teaching English, so that the students interest and enjoy the class activity.

Therefore according to the experience when doing P2K (Pre-Service Teaching Training) at February until April 2017 that many students still have difficulties in speaking. Many students said that speaking is very difficult. The students afraid if they are making mistakes when they speaking in front of the class. It's because they are lack of vocabulary and do not know how to pronounce the word. Beside that the students also shy and having lack of

confidence when they speak English. Even though as a language learners the students must speak English to share their opinion and feeling without hesitation. Moreover the students do not fear and laugh with their friend if the students making mistakes when speaking.

Based on the information above the researcher knows that there are problems in speaking skills possessed by the students. Beside that the teacher said that the students also lazy to study and low in vocabulary and pronunciation so it's make the students difficult to speak English. Therefore, the goals of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out the classroom.

Canning (2000:1) Video clip is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual .Hortatory exposition is a genre which have social function to persuade the reader or listener that something should or should not be the case. So this method would develop the attitude of students' skills in taking decisions objectively and independently.

Teaching speaking hortatory exposition text using video clip can help students easy to understand of hortatory exposition text and Video clip is very interesting, it can reduce boredom in teaching learning that can help students enjoy and be stimulated in speaking text, Arsyad (2005:18). Besides that, the teacher must to help the students to solve these problems using video clip in teaching to deliver hortatory exposition text with motivating the students to improve their speaking ability and make the students interest in practice their speaking. So the method also can simulate the student's brain to speak English and improve their vocabulary and pronunciation.

Based on the background above, the researcher concerned to find out whether video clip could significantly effective to be used in teaching to deliver hortatory exposition text through the research, entitle "The Effectiveness of Using Video Clip in Teaching Speaking To Deliver Hortatory Exposition text".

LITERATURE REVIEW

Wardani (2013: 64-65) in her research "Improving Speaking Learning Process in Grade X of SMA 5 Yogyakarta through Video Clips in the Academic Year of 2012/2013". The results of this study show that there are some improvements in speaking learning process in the form of the students' involvement, students' motivation, students' fluency, students' vocabulary, students' pronunciation accuracy, students' grammatical accuracy, and students' comprehension. The improvement can be seen from the students' performance in speaking activities in the class and the interview after the actions. So, the speaking learning process can be improved through video clips as the teaching and learning media.

Wahyuni (2014: 90) in her research. "Improving Speaking Skills of the Seventh Grade Students of SMP N 1 MLATI, SLEMAN, Through the Use of Video Clips in the Academic Year of 2013/2014". The results of the research show that the implementation of the video clips in the English teaching and learning process improved the students' speaking skills.

They could perform more confidently, more bravely, and less hesitantly during the speaking process. Moreover, their motivation and enthusiasm in English learning also improve. Furthermore, after comparing the score of post-test 1 and post-test 2, there is an increase from 72.03 to 86.87. The research findings also supported by the means of the students' speaking scores that improve from 83.28 in the pre-test to 86.87 in Cycle 2 test.

Based on the result of the researcher above, the researcher concludes that the three researchers have similarity and the dissimilarity. The similarity of the research is the researcher using video clip as a media that was applying by the researcher and the dissimilarity of the research is the researcher trying to applying video clip by difference significance. So the researcher used video clip and hortatory exposition text with different significance. The researcher was focus on students' pronunciation and students' vocabulary at the second grades of SMAN 22 Makassar by pre-experimental research. This method is an effective way for teaching and learning process to enhance the students speaking ability.

Speaking

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. Brown (2001:32). They must practice it especially in learning speaking in order to be fluent. Without an ability to speak, it would be impossible to have a natural communication among people.

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 ability 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, to express meaning it 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.

Video Clip

Ravitch (2007: 148) suggests that video clip is one of the educational programs to communicate ideas that integrate different content forms as a multimedia learning. Richards and Schmidt (2002:153) state that video clip is audio-visual device used by a teacher to the learning. In the term of educational technology, video can also be defined as a machine and educational equipment of different sorts to assist teachers and students in language learning.

a. Advantages using video clip

1. When using video clip students do not just hearing language, they see it too.
2. Video clip uniquely allows students beyond their classroom.

3. When students use video camera themselves they are given potential to create something memorable and enjoyable.
 4. For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.
- b. Disadvantages using video clip**
1. We have to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before.
 2. We have to be sure that students can see and hear the video clip. If all students cannot watch and hear clearly, they get difficult to catch information on video clip.
 3. Some students become frustrated when teacher constantly stop and start the video clip, only showing little bits at a time.
 4. Some people think that more than one two or three minutes of video clip sends students to sleep. It can be happen when theme of video clip is unfamiliar with them. They get difficult to express their opinion based on video clip.

Hortatory Exposition Text

According to Desmal, (2008:196) he sate, “Hortatory exposition is to represent the attempt of the writer to have the addressee do something or act in certain way. Then, Grace and Sudarwati (2007:204) point out hortatory exposition, they state, “Hortatory exposition is to persuade the reader or listener that something should or should not be case”.

The simple generic structure of hortatory exposition text is divided into the following three elements, namely thesis, argumentations, and recommendations.

a. Thesis

Thesis is announcement of issue of concern. The writer’s thought is presented as thesis which is proven with several arguments. Usually answer the following questions:

1. What is the topic of the text?
2. What is the text about?

b. Argumentations

The next paragraphs show the writer arguments in supporting his thesis. Arguments are reasons for concern, leading to recommendation. In this case the writer show the reason or reasons why supporting or opposing an idea or suggestion, or a process of explaining.

c. Recommendation

Recommendation is statement of what ought or ought not to happen. It was ended with a strong recommendation or persuade the reader or listener.

METHODS

Research Design

In this research the researcher applied pre-experimental method to improve the students speaking ability using video clip and hortatory exposition text in the classroom of the second grade of SMAN 22 Makassar.

The procedure of the treatment between pre test (T1) and the post test (T2), the pre test gave to found out the students speaking ability before the treatment was done, and the post test gave to find out the students ability after the treatment.

Research Instrument

In this case the researcher used instrument with pre-test like 4 pictures in arrangement and post-test 4 pictures in arrangement but with different topic. The students re-tell the picture for ± 3 minutes for one student. There are 36 students in the class, so pre test done until ± 90 minutes in the first meeting and post-test in the last meeting. The researcher gave the topics to measure the increase of significant value after giving the treatment until 4 times. In this case the researcher prepared video clip and the students' retell their arguments based on video clip in front of class orally and individually based on the structural of hortatory exposition text.

The Technique of Data Analysis

a. Scoring Technique

The researcher gave speaking test to the students to analyze their scores on pronunciation and vocabulary, beside that the researcher also analyzed the idea of students while they speak up. Was the idea related to the topic or not and were they had a good idea or not. In giving scores to the students, the researcher used analytic scale which categorize by some categories and the writer followed the scoring criteria for each category. This analytic score had five items and each item scores was five. So, the maximum score is 100 in one aspect of speaking so the final maximum score was 100.

TABLE 1 ANALYTIC SCORING OF SPEAKING

ASPECTS	SCORE	DESCRIPTION
PRONUNCIATION	91-100	Have few traces of foreign accent.
	75-90	Always intelligible, though one is conscious of a definite accent
	61-74	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding
	51-60	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	10-50	Pronunciation problems so severe as to make speech virtually unintelligible
VOCABULARY	91-100	Use of vocabulary and idioms is virtually that of a native speaker
	75-90	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	61-74	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	51-60	Miss use of word and very limited vocabulary make comprehension quite difficult
	10-50	Vocabulary limitations so extreme as to make conversation virtually impossible

(Harris 2000:217)

- a. The result from the convert score put in this score classification:

TABLE 2 SCORE CLASSIFICATION

CLASSIFICATION	SCORE
EXCELLENT	91-100
GOOD	75-90
FAIR	61-74
LESS	51-60
POOR	×<50

(Depdiknas 2015:214)

b. Mean score

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean score

$\sum x$: The sum of all score

N : Number of students

(Gay, 2006:320)

c. To find the percentage of improvement

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

% : The percentage of improvement

X_2 : The total score of post-test

X_1 : The total score of pre-test

(Gay, 2006:320)

d. To Finding out the significant difference between the pretest and posttest to calculating the value of the test.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : Test of significance

\bar{D} : Different between the matcher pairs

$\sum D$: The sum of total score of significance

$\sum D^2$: The Square of $\sum D$

N : Number of students

(Gay, 1981:331)

DISCUSSION

The description of the data collected, used video clip and hortatory exposition text in speaking as explain in the previous section showed that the students was simulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to speak English used video clip and hortatory exposition text media in individual was better than before the treatment given to the students'.

Based on the findings result, the students score percentage in speaking before used the video clip and hortatory exposition text that the students speaking ability at the second grade

students of SMAN 22 Makassar especially class XI A were very less. It was showed in pre-test that out of 36 students, none of them got excellent (91-100) and good category (75-90) score for speaking ability in term of pronunciation. There was 1 students (2.77%) got fair category (61-75) score, for less category (51-60) there were 21 students (58,33%) and for poor category ($X < 50$) there were 14 students (28,88%). And only 1 of them got good category (75-90). So, the speaking in pre-test was less categorized with the total were 21 students (58, 33%) and it was means that the students' very hard to understand because of pronunciation problems, must frequently be asked to repeat.

The score for speaking ability in term vocabulary none of them got excellent category (91-100) and poor category ($X < 50$) score for speaking ability in term of vocabulary. There were 4 students' (11, 11%) got good category (75-90), 24 students' 66, 66% got fair category (61-74), and 8 students 22, 22% got less category (51-60) score. So the result can be conclude that the students in pre-test was fair categorized where the students frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. It was because most of students lazy to memorize the word and lazy to learn how to pronounce the word.

In treatments, at the first meeting the researcher actually found that there were the most of the students got problem in speaking, The second meeting until last they tried to speak well. Besides that, they also paid attention to explanation that given by the researcher. After giving some treatment, the students speaking in term of pronunciation and vocabulary was improved. Based on the analysis of students' ability, it was found that after getting treatment, students' ability improved. Students were given video clip in the treatments. They were given video clip of cell phone in classroom, and learning English, because the researcher thought that the video clip were happening and could make students enjoy in their lesson. It was suitable with Wardani (2013:59) state that Video clips were effective to improve the speaking learning process. They could get appropriate models of English through video watching activity. They could learn how to use the language in real context or daily conversation. Their pronunciation and grammar accuracy, fluency, vocabulary mastery and comprehension increased.

The improvement was proved by the students score percentage in post-test. In the post-test result in term pronunciation showed that, out of 36 students' none of them got excellent (91-100) score, less (51-60) score and poor ($X < 50$) category for speaking ability in term of pronunciation. There were 4 students (11, 11%) got good category (75-90) score and 32 students (88, 88%) got fair category (61-74) score. It was means that the students' have few traces of foreign accent. Always intelligible, though one is conscious of a definite accent. The score for speaking in term vocabulary out of 36 students' none of them got excellent (91-100) score, less (51-60) score and poor ($X < 50$) category for speaking ability in term of vocabulary. There were 30 students' (83, 33%) got good score (75-90) and 6 (16, 66%) of them got fair score (61-74). It means the students sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate. So the result can be conclude

that students speaking ability in term pronunciation was fair categorized and in vocabulary was good categorized.

In the mean score the score of pre-test was 59, 75 and the score of post-test was 72, 84. Then, the percentage of the improvement was 21, 90% or 13, 09. It is were taken after the researcher determined the final score of pre-test and post-test and divided based on the number of students to be the mean score of pre-test and post-test. So, it means that the improvement and the students speaking ability was less.

There were some weakness of this research because the most of students still difficult to speak English. Sentences, which were used by students to convey the idea, were influenced by Indonesian language. Moreover they do not know what should they say when they want to convey their meaning. Students' ability was in low level when they had to arrange words to be a good sentence that comprehensible by considering main function. It meant that the idea was not clearly stated and the sentences were not well-organized to support the transformation of meaning.

After getting the t-test result it was greater than the value of t-table on alpha level. It means that there was a significance difference between the teaching speaking hortatory exposition text using video clip and without video clip for the eleventh grade students of SMAN 22 Makassar. So it could got appropriate models of English through video watching activity and learn how to use the language in real context or daily conversation.

CONCLUSION

After conducting the research, the researcher felt that the use of video clip as media in the teaching speaking to deliver hortatory exposition text was helpful because the students' interest with the video and the video clip were happening and could make students enjoy in their lesson. It is provided by the pre-test is and compare to the mean score of post-test is. There is an improvement in the student speaking ability in term of pronunciation and vocabulary after using video clip and hortatory exposition in the classroom.

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