

**THE EFFECTIVENESS OF VIDEO PROJECT TO IMPROVE STUDENTS'
SPEAKING SKILL AT ELEVENTH GRADE STUDENTS OF SMA
MUHAMMADIYAH 9 MAKASSAR**

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ABSTRACT

This research aimed at finding out the effectiveness of the students' speaking skill by using Video Project as media in teaching at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar. This research used Pre-experimental Design with one group pre-test and post-test design. The sample of the research was class XI MIA of SMA Muhammadiyah 9 Makassar taken by purposive sampling technique which consisted of 15 students. The research findings indicated that using Video Project was effective in improving the students' speaking skill in term of fluency. It was proved by the means score in terms of fluency of pre-test was 72. 2 and means score of post-test 82. 26. It means that, the means score of post-test was greater than the means score of pre-test. Then the improvement of the students' speaking skill in terms of fluency was 13. 57 %. Then the calculating the value of t-test in fluency was greater than t-table value ($14. 7 > 1.761$). (H_1) is accepted and null hypothesis (H_0) is rejected. Thus, the researcher concluded that there was significant difference between pre-test and post-test by teaching students using video project in speaking skill of SMA Muhammadiyah 9 Makassar.

Keywords: Video Project, Speaking Skill.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan keterampilan berbicara siswa dengan menggunakan Media Video Project dalam pembelajaran pada siswa kelas XI SMA Muhammadiyah 9 Makassar. Penelitian ini menggunakan Pre-experimental Design dengan one group pre-test and post-test design. Sampel penelitian ini adalah siswa kelas XI MIA SMA Muhammadiyah 9 Makassar yang diambil dengan teknik purposive sampling yang terdiri dari 15 siswa. Hasil penelitian menunjukkan bahwa penggunaan Video Project efektif dalam meningkatkan keterampilan berbicara siswa dalam hal kefasihan. Hal ini dibuktikan dengan nilai rata-rata dalam hal kelancaran pre-test adalah 72.2 dan nilai rata-rata post-test 82.26. Artinya, nilai rata-rata post-test lebih besar dari nilai rata-rata pre-test. uji. Kemudian peningkatan keterampilan berbicara siswa dalam hal kefasihan adalah 13,57 %. Kemudian nilai t-test dalam kefasihan hitung lebih besar dari nilai t-tabel ($14,7 > 1,761$). (H_1) diterima dan hipotesis nol (H_0) ditolak. Dengan demikian, peneliti menyimpulkan bahwa ada

perbedaan yang signifikan antara pre-test dan post-test dengan mengajar siswa menggunakan proyek video dalam keterampilan berbicara di SMA Muhammadiyah 9 Makassar.

Kata kunci: Proyek Video, Keterampilan Berbicara.

Introduction

As an international language, English has been taught as a foreign language based on the guidance namely curriculum. As a subject, English language taught from elementary school up to university level. As stated by Daulay (2017), “Indonesian students in school have to learn English as one of the target languages”. Furthermore, English is used all over the world as a tool of communication. Thus, we can easily associate with other people whenever and wherever we are.

Maxom in Armasita (2017) states that speaking is one of the most important skill in English language teaching to be mastered in school. It is the process of sharing information through the use of verbal communication. Therefore, people who have ability in speaking will be able to send and receiving information to another and know what kinds of situation in the world. Besides, speaking is used in a real communication for helping people interact each other to create a good communication. So it needs to be practiced as often as possible. Then, speaking can improve students’ knowledge in the fields of technology. It means that using technology can help the students’ in the learning process.

In reality, learning English as a foreign language most of students cannot speak English well. It is caused some factors. These factors caused by the teacher and students. The factors from the students, first is limitation of the vocabulary. It makes students difficult to speak. Second, the students feel nervous when they will speak so it causes the students cannot express their ideas. Third, the students are not ready to learn. While factors from the teacher are the teachers teach just focus on grammar. It is difficult for the students to remember the grammar when they speak because grammar is very complex. Based on the researcher observation at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar it shows that the mean score of the students’ speaking skill must be improved.

Dealing with those problems, English teacher should be creative in developing their teaching and learning process to improve the students speaking skill. It can be improved by providing learning facilities for the students. The development of technology facilitates the students to learn easier. To follow the era of technology we need object to do it, such as video project. A video is one of the technologies that can be used as a teaching media. According to Mckinnon (2000), a video is an interesting teaching media because it provides real situation and native speakers.

Furthermore, Harmer in sari (2016) state that an activity which is can improve speaking skill is creating a video project. The use of a video can be a project for the students to create a documentary video about themselves in English. Through practicing their speaking skill in front of a camera, they accustomed to speak English. Besides that, using video project the students is expected to understand the material easily. By watching their own documentary videos, they can get feedback from their performance in delivering speech, understand more about the topic which is being discussed, and perform self-reflection on their performances.

Based on the case above, the researcher conducted a research under the title "The Effectiveness of Video Project to Improve Students' Skill in Speaking at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar".

Materials and Method

Formulates the research questions as follow:

“Is Video Project effective to improve students’ skill in speaking at Eleventh Grade Students of SMA Muhammadiyah 9 Makassar?”

Review of Related Literature

Huang (2015) examined the language learning and motivational effects of a video project, including students’ perceptions of the processes, and the impact of peer evaluations. He founds forty-three intermediate EFL learners in Taiwan communicated their thoughts in multimodal formats by producing a video that involved searching online materials and integrating music and pictures to illustrate their ideas. Results

from a one-way ANOVA showed that the language learning effects were more obvious in the low proficiency group than in the high proficiency one. Results from t-test analyses of pre- and post- motivation questionnaires showed that students increased their learning motivation, and interview data showed that students felt that making videos boosted their confidence and improved their technological capability.

Aksel and Kahraman, (2014) examined the effectiveness of video project assignments (VPA) on foreign language learning. They found the results of the survey showed that the assigned videos affected the participants' foreign language education positively. Similarly, with the aid of their projects, they acquired the knowledge of how ICTs can be used to make their learning more creative. Through these projects, the students found opportunities to practice English outside formal context.

Zhylkybay et.al (2014) examined the students' competence formation and future development opportunities. They found the main idea of project teaching method is an opportunity for the students to self-study, to show their knowledge, and their scientific practical abilities.

Ting (2013) examined students' perception on producing a video project for their English assignment through their feedback in their online reflection journal entries. The result of the study video project is able to draw out the students' creativity in integrating language with computer skills and cooperative learning was practiced when the students learned to tolerate different opinions, negotiate meaning and come to collective decisions.

Based on the previous findings above, researchers have investigated the Video Project in the speaking learning process. Each previous researches have examined the use of video project in improving speaking skill in terms of perception, motivations and students' social cultural competencies, None of the studies have examined the use of video project in improving students' speaking skill in term of fluency.

Definition of Speaking

Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them. Caroline in Alfi (2015) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour.

Aspect of Speaking

According to Harris (1969: 81-82) there are some aspect that should be recognized by language learners in learning speaking, namely:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension

Types of Classroom Speaking Performance

Brown (2001: 271-274) describes six categories of speaking skill area. Those six categories are described as follows:

- 1) Imitative
- 2) Intensive
- 3) Responsive
- 4) Transactional (dialogue)
- 5) Interpersonal (dialogue)
- 6) Extensive (monologue)

Project Based Learning

Based on Taveras, et al (2009: 8), Project Based Learning (PBL) is instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation models. David

(2008: 80). PBL can take place both inside or outside classrooms. Alan and Stoller in Erna (2017) stated that Project Based Learning (PBL) allows instructor to teach the four cores of English skills (along with related cultural elements) while giving both instructors and students freedom in what project they choose and how they carry it out. It is advisable that teachers do not seize full control of projects but rather leave many things to be determined by students.

Procedure of Applying Project Based Learning

According to Fragoulis (2009: 113) conducts four stages in doing project based learning. They are:

Stage 1: Speculation

Stage 2: Designing the project activities

Stage 3: Conducting the project activities

Stage 4: Evaluation

The Advantages and Disadvantages of Project Based Learning

There are many advantages of project based learning. According to Railsback (2002: 9-10) and Ivanova (2009- 14), the advantages of project based learning are:

- a. Project work is student centered
- b. Preparing children for the workplace
- c. Increasing motivation
- d. Connecting learning at school with reality
- e. Providing collaborative opportunities to construct knowledge
- f. Increasing social and communication skills
- g. Increasing problem solving skills

Ivanova (2009: 21) says that the disadvantages of project based learning are as the following:

- a. The learners use their own language
- b. Some of learners do nothing
- c. The groups work as different speeds
- d. The students has lack of enthusiasm
- e. The learners fail to see the value in project work
- f. There is mismatch in expectations between learners and teachers.

Video project

Harmer in sari (2016). Say that an activity which can improve speaking skill is creating a video project. According to Nikitina (2009), with the help of video projects, language learners have a chance to practice the target language in a more meaningful way and to develop useful strategies that can easy their learning process.

Fraser and Oram in Sari (2016). There are four reasons why a video project is meaningful for the students. The first reason is active because through a video project, the students can put all their creativities to create the video. A video project facilitates them to explore their knowledge to produce good videos. The second reason is constructive. It is the way the students relate video projects as new experience with their previous experiences. During the process of learning, they are able to change their conceptions on the video project.

The third reason is intentional. In the learning process, the students should set their goals to achieve, and then this learning method can be applied in the future. The fourth reason is authentic. In the video projects, students have to make videos about their own biographies. They have to be able to decide with the real issues. The last reason is cooperative. It is usually needed when the students work in groups. When students work individually, they need to be cooperative with the teacher when the teacher explained about the projects. They need to understand the method and stages they will use in creating video project. Besides, video projects also give students a reason to be personally involved in language tasks and take ownership as well as pride in their achievement (Masterman, 1980).

Method

This research was pre-experimental design using quantitative approach. In this research the researcher just took one group or class to use pretest and posttest design to know the result of treatment. The population of this research was the Students at Eleventh Grade of SMA Muhammadiyah 9 Makassar. This research used purposive sampling technique as sample of this research. The sample was XII MIA class that consisted of 15 students.

Analysis Data

In analysing the data the researcher used statistical analysis. The researcher used assessment of speaking fluency by Harmer.

Result and Discussion

As has been presented on findings, the result of students pre-test in fluency was 72.2 before giving a treatment using video project. It showed that the students were lack in smoothness in English and cannot express their idea. Then, after giving the treatment using video project the students pre-test in fluency increased 82. This score showed that the students were easy to speak and having a little disruption in producing the English language. It means that the students' speaking skill improved after teaching Speaking by using Video Project as Media.

Conclusion

Based on the findings and discussions, it concluded that the students speaking skill improved in terms of fluency by using video project in teaching. It was proved by looking at T-test was greater than t-table value ($14.7 > 1.761$). So, (H1) is accepted and null hypothesis (H0) is rejected. The score indicates that this media has worked well and useful to apply in classroom.

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