Improving Students' Speaking Ability Through Making Videos: A Classroom Action Research in Class XII of SMA Kesatrian 2 Semarang

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ABSTRAK

Tujuan dari penelitian tindakan kelas (CAR) ini adalah untuk meningkatkan kemampuan berbicara siswa melalui pembuatan video di kelas XII MIPA 2 SMA Kesatrian 2 Semarang pada Tahun Pelajaran 2023/2024. Speaking dipilih menjadi prioritas untuk ditingkatkan karena sekolah ini merupakan sekolah bilingual dan guru bahasa Inggris di sana menggunakan 100 persen bahasa Inggris dalam proses belajar mengajar. Subyek penelitian ini terdiri dari 31 siswa. Penelitian tindakan kelas kolaboratif digunakan oleh peneliti dalam peneliti ini. Pengamatan, pre-test dan post-test digunakan untuk mengetahui peningkatan keterampilan berbicara siswa. PTK dilaksanakan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan. Langkah-langkah yang dilakukan adalah perencanaan, tindakan dan observasi, serta refleksi. Peneliti bekerja secara kolaboratif dengan guru bahasa Inggris dan siswa. Pengumpulan data dilakukan melalui pre-test, dan post-test. Pada pre-test, nilai rata-rata siswa hanya 69,80. Pada post-test pertama nilai rata-rata siswa menjadi 77,20 dan pada post-test kedua menjadi 82. Temuan penelitian menunjukkan bahwa ketika pembuatan video YouTube digunakan secara efektif, hal itu akan meningkatkan keterampilan berbicara siswa, serta iklim didalam kelas.

ABSTRACT

The objective of this classroom action research (CAR) was to improve the students' speaking ability through making videos at class XII MIPA 2 SMA Kesatrian 2 Semarang in the Academic Year of 2023/2024. Speaking was chosen to be priority to be improved because this school is bilingual school and the English teacher there uses 100 percent English in the teaching and learning process. The subject of this research consists of 31 students. Collaborative classroom action research was used by the researcher in this researcher. The field notes, the pre-test and post-test were used to know the improvement of the students in speaking skill. The CAR was conducted in two cycles. Each cycle consisted of two meetings. The steps were planning, action and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. The data collected through pre-test, and post-test. In the pre-test, students average score was just 69,80. In the first post test the students' average score became 77,20 and 82 in the second post-test. The findings of the research show that when making YouTube video was used effectively, it enhanced students' speaking skill, and classroom climate.

Keywords : *Speaking, Making Video , Classroom Action Research*

1. INTRODUCTION

In our country, the goals of English language teaching in the senior high school are to set the learners to get ready for communication in both spoken and written English and to make the students to achieve informational level of communication(Rachmawati, 2020). It means that through English, the students are able to access knowledge and they are ready to move to the higher education level. In fact, there are many students who are not aware of the benefit of mastering both spoken and written English(Iman, 2020). Through both skills, they can communicate with native speakers and those who speak using English around the world. Furthermore, the students' speaking skill still have difficulties and low confident to speak English in front of the class. It is in line with some studies that informed the same challenges and difficulties.

Teaching speaking is not an easy job for teachers at the level of senior high schools. Speaking is categorized as a productive skill. It used speeched to express meaning to other interlocutors(Syafii et al., 2015). As a matter of fact, the students have some problems dealing with language skills, especially in speaking skills. The lack of practice both inside and outside the speaking classes is the dominant factor for students failed in acquiring speaking skills(Alghaberi, 2019). In addition, according to (Buhari, 2019), there are some features that make speaking difficult. Those include clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction (Hidayati, 2019).

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in SMA Kesatrian 2. Based on the observation, he found that from four basic skills, speaking was the most difficult skill. She also found that there were some problems that influenced students' development in learning speaking. Those problems were the students' confidence and participation, the lack use of facilities and media, monotonous materials, and uninteresting techniques and activities.

Related to those condition, students can learn best when they are physically, emotionally, and cognitively stimulated and involved in the teaching learning process. So, the researcher should make the teaching learning process more communicative, contextual, attractive, and then the last improving the students' English speaking skill. In fact, the teaching learning process cannot run well without any teaching media to support. In other word, media has an important role in the teaching learning process. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful learning. Videos may give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. The students may obtain meaningful contexts for language that is being learned through videos.

Based on the problem, the researcher assumed that the students needed not only the media of teaching but also a teaching approach which could make them easier to understand the material. They also needed more practice than listening to the teacher's explanation only. The researcher was sure that the scientific approach of curriculum 2013 would be good for teaching speaking. The 2013 curriculum provides a new approach in teaching process as a demand in 21st century. It provides scientific approach to develop the students' skill, knowledge and attitude. Moreover, the scientific approach in 2013 curriculum focuses on the productive, creative, innovative and affective students through integrated

skills, attitudes, and knowledge. This goals can be achieved by designing the effective and meaningful instruction to the students. Hence, the teacher was supposed to use scientific approach in teaching and learning process(Ardiansyah, 2020).

For those reasons, the researcher decided to conduct an action research to improve the students' English speaking skill in Class XII MIPA 2 through making videos. To identify and overcome the existing problems, the researcher worked collaboratively with the English teacher and the students of Class XII MIPA 2. Finally, as the problems were solved, the students were expected to be able to improve their English speaking skill.

2. RESEARCH METHOD

The research was conducted in SMA Kesatrian 2 Semarang. The subject of this research was the class XII MIPA 2 in academic year 2023/2024, consist of 31 students. This research conducted in August 2023. The first cycle was on August 10th 2023 and the second cycle was on August 24st 2023. The researcher chose the date since the class started to study about procedure text as goal the material for this research. This research would apply Classroom Action Research (CAR). In accordance to (Indriyanti & Prasetyo, 2018) ,there are four steps to do classroom action research. There are planning, action, observation and reflection. The fourth of relationship components looked as one cycle that described in the following picture: Each cycle involves 4 stages as follows: planning, action, observation, reflection. An action research is usually conducted in a certain cycle. The procedures of this research consists of four steps, they are as follows:

a. Planning

The researcher plans a teaching learning activity to overcome the problem that was found in the previous teaching learning process. The plans include the preparation before the teaching learning activity such as the lesson plan and instruments to collect

the data (observation checklist table, field note, teaching media including English video conversation, and some other supporting materials). It is done in the early stage of the research.

b. Action

In this stage, a researcher presents the teaching learning material in the classroom where the problem was found. A researcher's role in this process is as the teacher as well as the observer, or in other word the researcher uses a class observation technique. It means that the researcher gets involved in the subject environment because he/she is the person who found the problem in his/her previous teaching learning process and knows exactly the situation in the classroom. In this case, the researcher uses English video conversation as the teaching media in improving students' speaking ability.

c. Observation

In observation step, the teacher observes students' activity in the process of discussion when they expressing and respond of surprise. While the students interact with each other in English, the researcher judges the students' score with observation checklist table and field note.The process of students' activity will be recorded by the teacher in the checklist table. The result of the observation will be considered to prepare a better teaching learning process in the next meeting. A test is also given to see the students' performance in speaking.

d. Reflection

Based on the students' performances in speaking which can be evaluate by the observation checklist table, then a researcher should be able to define the weaknesses or problem of teaching learning process. Then, the next action will be planned to overcome the weaknesses and problems. It is hoped that the problem will not occur in the next treatment.

The tools of data collecting in this research are as follows: observation checklist table, field note, student's oral test and scoring table. The researcher

analyses the data which is taken from the video and observation in teaching learning activity.

Therefore, to answer the problem of this research the researcher uses this technique of data analysis:

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

Notes: M = the average of students' speaking ability

$\sum x$ = the sum of students' responses (by measuring students' performances and oral test)

N = the number of students being observed.

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This research used instrument by making video of "Procedure Text". To identify the students' speaking ability of the twelfth grade of SMA Kesatrian 2 Semarang, the writer was asked the students to make a video. The video tutorial measures the speaking ability of the students in the way they express her idea about procedure text based on their hobby.

1. Observation Sheet

In this research, the writer directly observed the unfolding events during the teaching and learning process. The aspects under observation include:

a. The active participation of students in the learning process.
b. The performance of the teacher in the classroom.

2. Field Note Sheet

The field note sheet serves as a tool to record all events associated with the actions of the teacher or writer. This field note is valuable for tracking the progress of students in the learning process. Field notes are employed to objectively capture data that may not be covered in structured observations, such as students' activities during the implementation of the action. The data will undergo analysis by calculating the average scores of both the pre-test and post-test. Additionally, the writer will compare the scores before and after the implementation of the treatment. These results will then be compared to the minimum passing standard for the current semester, which is set at 76. If, after the first cycle, there are students who did not achieve success, the writer will proceed to the next cycle, known as cycle II. In Classroom Action Research (CAR), a minimum of two cycles is typically required. If, in cycle II, all students achieve success, the research can conclude after cycle II.

The data analysis for classroom action research can be conducted using both qualitative and quantitative methods. The analysis of learning outcomes involves calculating the average scores of the pre-test and post-test in both cycle I and cycle II.

The pre-test and post-test score was counted by using the formula, as follow:

$$\text{Score} = \frac{(Total\ correct\ answer)}{(Total\ test\ items)} \times 100$$

Calculating the mean score of the students' reading test was by using the following formula:

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

Notes:
X = Mean
$\sum x$ = Total of students' score
N = Total of students

3. FINDINGS AND DISCUSSION

This Classroom Action Research (CAR) was conducted at SMA Kesatrian 2 Semarang. The researcher conducted this study in class XII MIPA 2, where students consist of 31 students.

This research was conducted in two cycles. The first cycle consisted of 4 teaching hours, and the second cycle also had 4 teaching hours. The research action plan followed the spiral model of classroom action research by (Darmawan et al., 2023), with the following steps: planning, action, observation, and reflection in each cycle.

Cyle I:

1. Step 1: Planning

In the planning phase, the researcher determined the research class, set the research time, defined the main subject matter, prepared source books, teaching tools, and media, formed student learning groups, prepared teaching materials such as syllabi and teaching modules, created attendance and grade lists, selected observers, prepared observation sheets, and designed assessment instruments.

2. Step 2: Action Implementation

This stage involved the implementation of all the plans made during the planning phase within the classroom. During the action implementation, the researcher was assisted by an observer, Mr. Muchamat Chabib, S.Pd., M.Si., and a colleague, Happy Annisa Octaviani, S.Pd. The observers observed the teaching activities of both the teacher and the students and recorded their observations on observation sheets. The steps taken during the teaching and learning process as follows:

a. Opening (10 minutes)

- Greeting and prayer
- The teacher prepared the classroom and took attendance
- The teacher provided an introduction and motivation
- The teacher conveyed the learning objectives and explained the steps of the learning activities
- Dividing students into small groups

b. Core Activity (100 minutes)

- The teacher guided students to seek in-depth information about the structure and content of business letter texts
- Students raised various questions related to the material they were searching for
- The teacher and students engaged in discussions and analyzed examples of business letters
- The teacher confirmed and supplemented students' knowledge
- The teacher guided students on how to apply the GRASP technique to understand a text and find detailed information within it
- Students worked on various reading exercises with

various examples of business letter texts

c. Closing Activity (70 minutes)

- The teacher and/or students summarized the lesson

- The teacher conducted a post-test

- The teacher provided information about the material to be covered in the next week's class.

3. Step 3: Observation
4. The observation step, an integral part of the classroom action research process, was executed simultaneously with the action phase, taking place in real-time throughout the teaching sessions. This means that as the teacher implemented the planned teaching strategies and the students engaged in the learning activities, the designated observers closely monitored and recorded their observations. Step 4: Reflection

Reflection took place after completing the first cycle of teaching. It involved evaluating the actions taken in the first cycle, discussing the results of the first-cycle evaluation with the observer/colleague, and making improvements to the action plan based on the evaluation results for use in the second cycle.

5. Step 5: Planning for Continued Action

After finishing the actions in Cycle II, the researcher and the collaborators did a final reflection to evaluate the actions implemented. The reflection was used to fulfill the democratic and dialogic validity. It was proven from the research conducted by the researcher that videos could be the effective media to teach English especially to improve students' speaking skills. Through the videos, the students could get appropriate models of English. They also could learn how to use the language in the real life context or in daily life conversation. From the videos, the students' pronunciation, grammar, fluency, vocabulary mastery, and comprehension of the material were also increased. Moreover, the students felt interested and highly motivated to pay attention and participate to the lesson. They like the teaching and learning process using videos as the main media to explain the materials and to give a real example of the use of some expressions in the real life. They liked it because by watching the videos, they could understand the materials easily.

6. In the observation of the English teacher, mentioned that the students' ability on speaking was also improved by using videos as the main media for the teaching and learning process in the classroom. The students were not only improving their ability on speaking on each aspect of it such as pronunciation, grammar, accuracy, fluency, and vocabulary, but also increasing their confidence to express and share their ideas in English. Communicative speaking activities were successfully used to improve the students' ability and confidence in speaking English. From the communicative speaking activities, the students got many chances to speak and improve their speaking ability. They could perform dialogues

with proper words, correct grammar, and appropriate gestures. They also could pronounce the words correctly. Moreover, pair discussions and group works could also help them to more understand the material since they could discuss it with their friends. It also increased their participation, involvement, and interaction with others.

If the learning outcomes were not satisfactory, corrective actions were taken to address the existing issues. According to the previously provided explanation, the researcher collected data through a combination of testing and observations. This data encompassed various measurements aimed at determining the research's success, including pre-test scores, post-test 1 scores, and observation notes. Subsequently, the researcher meticulously analyzed this compiled dataset, leading to the following data and results obtained through the analysis.

Table 1. Students average score

Class 12 MIPA 2	Pre-test	Post-test 1	Post-test 2
31 students	69,80	77,20	82

1. **Pre-test Scores Analysis**
   In the initial pre-test, students exhibited a wide range of performance, with scores spanning from the lowest score of 65 to the highest score of 78. The average score of 69,80 indicates a moderate level of proficiency within the group. However, there was a significant discrepancy in the outcomes, with 50% of students failing to meet the passing threshold (scores below 76), while the remaining 50% passed.

2. **Post-Test 1 Scores Analysis**
   Following the first round of testing, there was a noticeable improvement in the students' performance. The post-test 1 scores ranged from 68 (the lowest) to 82 (the highest), with an average score of 77,20. Importantly, the majority of students (75%) passed this test, showcasing a positive shift compared to the pre-test. However, 25% of students still fell below the passing threshold.

3. **Post-Test 2 Scores Analysis**
   The second post-test demonstrated consistent progress, with all students achieving passing scores. The scores ranged from 77 to 88, with an average score of 82. This remarkable improvement indicates that the instructional strategies or interventions employed between post-test 1 and post-test 2 continued to have a significant positive impact on student performance.

The data highlights a clear and encouraging trend in student performance over the three assessment rounds. It is evident that the students responded well to the teaching methods and support provided, as indicated by the increase in the percentage of passing students from 50% in the pre-test to 100% in the second post-test. This consistent upward trajectory in scores underscores the effectiveness of the educational strategies used during this period.

It's important to acknowledge the initial division between passing and failing students, which was observed in the pre-test. While the majority of students ultimately achieved passing scores, there is value in identifying the 25% who consistently struggled across the

assessments. These students may benefit from continued targeted support and intervention to ensure they catch up with their peers.

In conclusion, this data illustrates the power of ongoing assessment, adaptability in teaching methods, and intervention strategies in enhancing student performance. The students' journey from a mixed pre-test performance to a universal pass rate in the final post-test reflects a positive educational experience, emphasizing the importance of improving approaches to meet the diverse needs of learners.

4. CONCLUSION

Based on the result, this research has done 2 cycles as the tools of collecting data and got the achievement of the students' in speaking ability. From the result of cycle 1, the students' score is unsatisfying that is 68. Based on the result, it could be concluded that the first cycle was not satisfying and still needed much effort to gain the goal. It means that the second cycle should be conducted. In cycle 2, the students' score was satisfying that is 77,20. Based on the results, it could be concluded that the students shown their good progress. It was found that by making English video shows in improving students' speaking ability was good. It was proved that the score of the students result is fulfill of the KKM.

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