

Using Video Content And Flipgrid As Media To Enhance Students' Speaking Skills In English Learning: Asking And Giving Information in Class X TKL 2

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ABSTRAK

Tujuan dari penelitian tindakan ini adalah untuk meningkatkan keterampilan berbicara siswa kelas X di SMK Negeri 4 Semarang melalui penggunaan konten video dan flipgrid. Penelitian ini dilaksanakan dalam dua siklus dan memakan waktu dua bulan hingga akhir siklus kedua. Dengan mengimplementasikan konten video dan flipgrid dalam proses belajar mengajar, permasalahan siswa mengenai keterampilan berbicara mereka berhasil diselesaikan. Secara rinci perilaku siswa selama proses pembelajaran dianalisis dan diamati oleh peneliti. Peningkatan keterampilan berbicara siswa terlihat pada setiap aspek berbicara itu sendiri (pengucapan, kelancaran, dan kejelasan). Presentasi nilai siswa yang dicapai pada pre-test sebesar 13,9%. Kemudian pada siklus 1 nilai yang dicapai meningkat dari 13,9% menjadi 72,2%. Terakhir, pencapaian nilai keterampilan berbicara semakin meningkat pada siklus 2 menjadi 77,8%.

Kata Kunci : Konten Video, Media Flipgrid, Keterampilan Berbicara

ABSTRACT

The aim of this action research is to enhance students' speaking skill of grade X at SMK Negeri 4 Semarang through the use of video content and flipgrid. This study was done in two cycles and it took two months until the end of cycle two. By implementing video content and flipgrid in the teaching learning process, the students' problem regarding to their speaking skill was successfully solved. In detail, the students' behaviour during the learning process was analyzed and observed by the researcher. The improvement of students' speaking skill could be seen in every aspect of speaking itself (pronunciation, fluency, and clarity). Presentage of students grades achieved in the pre-test was 13,9%. Then, in cycle 1, their grades achived increased from 13,9% to 72,2%. Finally, speaking skill grades achivement further improved in cycle 2 to 77,8%

Key words : Video Content, Flipgrid Media, Speaking Skill

1. INTRODUCTION

During the implementation of learning in Class X TKL 2 at SMK N 4 Semarang, especially in English language learning, the researcher found many students who were less active in the learning process. More than half of the students still use their gadgets under the desk, and this condition significantly affects their motivation and speaking skills. This is evident as they require more time to complete tasks assigned by the teacher and are reluctant to actively participate in classroom learning activities. From the results of the initial observations of the students, the researcher found that the

students have low skills in speaking English. Students have low pronunciation, fluency, and clarity when speaking English.

This case is crucial to be further examined because it is related to the cognitive development of the learners. The ability to speak English well, correctly, and comprehensibly to the interlocutors is an essential skill that vocational high school students must possess before entering the workforce. In language learning, there are four language skills, namely listening, speaking, reading, and writing (Darmuki et al., 2018: 115). One of the productive skills included in them is speaking (Darmuki & Hariyadi, 2019: 256).

Considering this, and also the efforts to make learning enjoyable and enhance speaking skills, the researcher attempted to use audio-visual media and Flipgrid to improve students' learning outcomes in English lessons, specifically on the topic of asking and giving information in Class X TKL 2 at SMK Negeri 4 Semarang.

Furthermore, Iskandarwassid and Sunendar (2013: 125) state that speaking skills hold a significant position as they are indicative of students' communicative abilities. In broad terms, the primary goal of teaching speaking skills is to enable students to communicate effectively. Each student is expected to convey and present their ideas, thoughts, opinions, or desires orally in a clear, coherent, acceptable, and understandable manner to the interlocutor, in line with the situation and conditions in which the communication takes place.

Furthermore, Nurgiyantoro (2016: 401-411) suggests that there are several teaching techniques that can be applied for teaching speaking skills in the classroom, including: 1) Speaking based on visual stimuli, 2) Speaking based on audio stimuli, 3) Speaking based on visual and audio stimuli, 4) Storytelling, where stimuli used in this technique can be storybooks, and 5) Interviews. Based on the above description, there are several techniques that can be used for speaking skills, such as speaking with visual stimuli, audio stimuli, audio-visual stimuli, storytelling, and interviews.

In the process of teaching speaking, the presence of engaging media is necessary to capture students' attention and make them more active. Learning media is inseparable from the learning process, and it is also closely linked to the current technological advancements. Furthermore, according to Hamalik as cited in Abdulhak (2015: 84), learning media has a dual role as a carrier and a conduit of messages or information and as a vital element that supports the continuity of the learning process. Therefore, learning media cannot be separated from the teaching and learning process because in any learning process, there are five interconnected components: the teacher,

learning materials, learning media, students, and learning objectives.

There are many types of media utilized in learning activities, ranging from simple to complex and advanced media. Furthermore, Suprihatiningrum (2016: 323) classifies learning media into three categories as follows: 1) audio media emphasizes sound capabilities, 2) visual media highlights still images, and 3) audio-visual media combines sound and images. The media used in this research are video media and the Flipgrid platform, designed for content-based video projects and for collecting and discussing content via the Flipgrid platform.

Furthermore, Daryanto (2016: 104) explains that the use of video media is considered effective in assisting the learning process, whether for mass, individual, or group learning. This is because the display size of video is flexible and can be adjusted as needed. In line with this opinion, Daryanto (2016: 105) states that the retention or absorption and memory retention of students for a subject matter can significantly increase if the information acquisition process initially involves both hearing and visual senses. This opinion is reinforced by research conducted by Silberman, which indicates that learning using audio-visual aids can increase retention from 14% to 38%. This research also shows a vocabulary improvement of up to 200% when taught through audio-visual means (Purwanti, 2015: 43)

There are several things to consider when using video media in learning, such as the clarity of the information and content presented in the video to avoid misconceptions, the ease of using video media in learning activities, and the capability for students to use the video media independently or in groups (Wati, 2016: 57).

There are many learning media currently used in the educational process, including Flipgrid. Flipgrid is a video discussion platform used by teachers and students at all levels of education. It's a free and accessible application designed to enhance student learning by maximizing their speaking time. This is achieved

through video as the primary learning tool for students. Despite its simplicity, Flipgrid offers several fantastic features and can be used for various purposes, especially to stimulate meaningful discussions among students. Flipgrid provides a virtual wall and collaborative space accessible from any internet-connected device (Fuchs, 2014).

Furthermore, several research studies examining the use of Flipgrid in education show that students perceive it as an easy-to-use tool that helps them connect with each other and enhances student engagement in the classroom. For example, Holbeck & Hartman (2018: 91-95) found Flipgrid to be an effective and relevant educational tool. On the other hand, Garcia (2020) found that high school students of Spanish enjoyed using FG to discuss topics that were meaningful to them. Flipgrid provided them with a discussion forum that allowed them "to share their stories". Based on the research by several experts mentioned above, it can be concluded that Flipgrid is an effective, relevant, and user-friendly learning platform for both educators and students. The advantages of the Flipgrid application include its accessibility for free and the ability for students to share the videos they create. Students also feel more at ease and confident in expressing their speaking skills. Therefore, Flipgrid is considered an effective tool for enhancing students' speaking skills.

Based on the research background mentioned above, there are two problems that can be formulated as follows:

1. What is the level of development of speaking skills among the 10th-grade students in TKL 2 at SMK Negeri 4 Semarang on the topic of asking and giving information?
2. How effective is the use of video-based content and the Flipgrid media in improving the speaking skills of 10th-grade students in TKL 2 when learning English, specifically the topic of asking and giving information, at SMK Negeri 4 Semarang?

Considering these factors and efforts to make learning enjoyable and enhance speaking skills, the researcher attempts to use audio-visual media and Flipgrid to improve student learning outcomes in

English lessons, specifically focusing on the topic of asking and giving information in Class X TKL 2 at SMK Negeri 4 Semarang.

Based on the problem identification in this research, the problem-solving approach used by the researcher is:

1. By using video content as an assignment project, it is expected that students will be more active and enthusiastic because they can utilize their gadgets, thus improving their speaking skills.
2. Using Flipgrid, a video discussion platform, helps students submit the video content they have created.

The objectives of this research encompass two aspects: to determine the level of speaking skill development among 10th-grade students in TKL 2 and to assess the effectiveness of using video content and the Flipgrid media on the speaking skills of 10th-grade students in TKL 2. The benefits of this research are both theoretical and practical. The theoretical benefit of the research is that it can contribute to the academic culture of teachers as professionals in their efforts to advance their knowledge. The practical benefit includes the advantages that can be experienced by students, teachers, and the researchers themselves.

Based on the problem identification in this research, it is confined to the enhancement of students' speaking skills through the use of video content and the Flipgrid media in English lessons, specifically focusing on the topic of asking and giving information in Class X TKL 2 at SMK Negeri 4 Semarang.

2. RESEARCH METHOD

The research was conducted in Class X TKL 2 at SMK Negeri 4 in the city of Semarang, Central Java Province, located at Jalan Pandanaran II No. 7 Semarang, with the research subjects being 36 students of Class X TKL 2 at SMK Negeri 4. The research conducted is a collaborative class-based action research, which is a practical, situational, and contextual research based on issues that arise in day-to-day classroom learning. The steps taken in this research are as follows:

- 1) Action planning,
- 2) Action implementation,
- 3) Observation,
- 4)

Reflection. This class action research was conducted over two cycles.

According to Sugiyono (2013:309), in qualitative research, data collection is conducted in natural conditions, from primary data sources, and the data collection techniques mainly involve participant observation, in-depth interviews, and documentation. In this research, data were collected using several techniques, including interviews, observation, and documentation.

Data sources were obtained from the learning activities and the teacher's performance in Class X TKL during English language lessons. Observations were conducted during the lessons using observation sheets in the form of diagnostic tests to assess the students' proficiency levels.

Data analysis is a crucial part of the research process. After the researcher collects data, the next step is to organize and analyze the data to achieve the research objectives as set. (M. Toha Anggoro, et al., 2008: 6.21).

In this classroom action research, data analysis begins as soon as the teaching action is implemented and continues to evolve throughout the reflection and report preparation process. For consistency and depth in teaching, interactive analysis is employed in this research. Qualitative descriptive data analysis, using interactive analysis, which includes data reduction, data presentation, and conclusion drawing, is carried out in an interactive form with data collection as a cyclical process.

3. RESULTS AND DISCUSSION

The achievement results of the students' speaking skills, including their scores in daily quizzes and assignments, have shown an improvement of 77.8%. This means that 77.8% of the students in Class X TKL 2 now have average scores in daily quizzes and assignments above the minimum passing grade (KKM). Students have become more active in completing tasks assigned by the teacher. The technique used to analyze the research data is to sum up the values of each student at the end of each cycle, and then calculate the total in percentage using the formula:

$$X = \frac{\sum x}{\sum n}$$

X = average score

$\sum x$ = total of all student scores

$\sum n$ = total number of students

Continuing with the calculation of the learning completeness percentage.

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\text{jumlah siswa}} \times 100\%$$

The success criteria for students in class X TKL 2 at SMK Negeri 4 Semarang are determined based on the percentage of students' learning success. The research is considered successful if the abilities achieved by all students in the class exceed 75%.

The uneven development of students' speaking skills can also be attributed to the random formation of groups without considering intelligence levels. As a result, one group may outperform the others in terms of presentation, summary assignments completed, and the results of the first cycle evaluation.

In cycle I, students who achieved and exceeded the minimum passing grade (KKM) experienced an improvement of 72.2%. This means that the learning outcomes of 10th-grade students in TKL 2 at SMK Negeri 4 Semarang, in the subject of English speaking, improved by 58.3%, compared to the initial 1.9% in the pre-cycle, reaching 72.2% in cycle I. However, this improvement is still below the established success indicator, which is 75% of all students in the class. To further enhance student learning outcomes, the research will continue in cycle II.

In Cycle II, students who achieved and exceeded the minimum passing grade (KKM) experienced an improvement of 77.8%. This means that the learning outcomes of 10th-grade students in TKL 2 at SMK Negeri 4 Semarang, in the subject of English speaking, improved by 63.9%, compared to the initial 13.9% in the pre-cycle, reaching 72.2% in Siklus I, and further increasing to 77.8% in Siklus II. Therefore, this improvement surpasses the

established success indicator, which is 75% of all students in the class.

The criteria for students' success in Class X TKL 2 at SMK Negeri 4 Semarang are based on the percentage of student learning achievements. The research is considered successful if the abilities attained by all students in the class exceed 75%. The research is deemed successful when 75% of the students in the class have achieved the minimum passing grade (KKM), and for English language lessons in Class X at SMK Negeri 4 Semarang, the KKM is 7.5.

In the classroom action research conducted to improve student learning outcomes in the topic of asking and giving information through the use of video content and the Flipgrid media in Class X TKL 2 at SMK Negeri 4 Semarang, there was an improvement in every observed element. These elements include the teacher's performance and student learning outcomes. The results consistently increased from meetings in cycle I to meetings in cycle II. There were no declining results, only improving or consistent results. Below is a summary of the research results for cycle I and cycle II,

Table 4.1 Summary of Student Learning Outcomes

No	Result	Pra-cycle	Cycle I	Cycle II
1	Achieved	13,9%	72,2 %	77,8%
2	Not Achieved	86,1%	27,8 %	22,2 %

By examining the table above, it can be observed that there was an improvement from the initial condition (pre-cycle) to cycle II. In the pre-cycle, only 13.9% of the students in Class X TKL 2 had scores above the minimum passing grade (KKM). However, after the action research, there was an increase to 72.2% in cycle I and further to 77.8% in cycle II. Student learning outcomes/grades improved after the teacher used video content and the Flipgrid media in teaching. The improvement during the research was 63.9%. The final results obtained in cycle II

fall under the criteria for success because they exceed the success indicator of 75%.

4. CONCLUSION

Based on all the activities conducted and the assessment of the improvement activities, the researcher can draw the following conclusions:

- 1) The use of video content and Flipgrid media can enhance the learning outcomes of speaking skills for 77.8% of the students in Class X TKL 2 at SMK Negeri 4 Semarang. The improvement can be observed in the assessment of each aspect, which includes: a) Improvement in pronunciation, b) Improvement in speaking fluency, and c) Improvement in speaking clarity. This is indicated by the students' increased effort in completing tasks related to English lessons, specifically the topic of asking and giving information.
- 2) Student learning outcomes in speaking skills can be stimulated through the use of video content and Flipgrid media, as it can increase the score from 77.8% of the students in Class X TKL 2 to reach the minimum passing grade (KKM) for English, which is 75. The research conducted in Class X TKL 2 at SMK Negeri 4 Semarang using video content and Flipgrid media has successfully exceeded the success indicator.

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