



Students' Speaking Skill Based on Video in Elementary School

Iin Kuraesin¹, Rahman², Atep Sujana³, Wahyu Sopandi⁴, Indra Suhendra⁵

^{1,2,3,4,5} Departemen Pendidikan Dasar, Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia

✉ ¹iinkuraesin48@gmail.com, ²rahmanprofupi@upi.edu, ³atepsujana@upi.edu, ⁴wsopandi@upi.edu, ⁵indrasuhendra@upi.edu

Abstrak. The low of students' speaking skill will impact on the low of students' ability to express, convey, communicate idea, thought, feeling, and students' ability to communicate. Students' speaking skill is very closely related with the students' listening skill. Through listening to the video students are expected to have speaking skill. This research is aimed at finding out students' speaking skill based on video in elementary school. Method used in this study is qualitative descriptive method. The subjects of the study as many as 32 of the fourth grade students. The subjects consist of 20 male students and 12 female students in Rancaekek 05 elementary school. The data gathered were analyzed by applying Likert scale. The result shows that the use of video can improve students' speaking skill in elementary school and by using video the speaking skill of female students is higher than the speaking skill of male students .

Keywords: Speaking skill, video.

INTRODUCTION ~ 21st Century is marked by the occurrence of communication that can be done from anywhere and anywhere (Rahman, 2018). One of the 21st century skills is *communication* (Trilling & Fadel, 2009: 11). Communication skills are indispensable in life and various fields of work.

Developing communication skills in language learning in class is related to language skills development, one of which is speaking skills. Speaking skills play an important role in efforts to give birth to future generations who are smart, creative, critical, and cultured. Speaking is a skill needed by each individual because through talking every individual can communicate ideas, thoughts, feelings (Rahman, 2019: 55-56). Speaking is the ability to speak the sounds of language to express or convey thoughts, ideas, or feelings verbally which is the main basis of language learning (Santosa, 2008: 6.24).

Learning Indonesian in elementary schools is directed to improve the ability of students

to communicate in Indonesian properly and correctly, both verbally and in writing, as well as developing critical and creative thinking skills. Indonesian is a means of self-expression and a communication tool to express feelings, thoughts, ideas, and desires and one of them is through speaking activities. There are three reasons for learning to speak in class namely: 1) speaking activities provide opportunities to practice; 2) Speaking can provide feedback for students and teachers; 3) Speaking gives students the opportunity to play an active role in using language automatically (Harmer, 2007: 123). Given the importance of these speaking skills, the teacher needs to do learning that is more directed at the development of students' speaking skills.

The ability of students to speak is closely related to the ability of students to listen. Basically speaking activities can be developed from listening activities (Harmer, 2007: 124). Listening skills are one of the



ICEE-2

factors that influence speech development (Rahman, 2019: 61).

According to Abidin (in Rahman, 2019: 62) another factor that also affects speaking skills is sensitivity to phenomena related to students' ability to make a phenomenon as a source of ideas. Students who are sensitive to phenomena will find it easier to find topics of conversation and present them in interesting ways. Teachers need to invite students to observe phenomena and discuss with students to practice their skills in analyzing and speaking so that students' sensitivity to phenomena is owned by students and will be more easily formed. The speaking activity begins with a message that the speaker must have that will be delivered to the recipient of the message so that the recipient of the message can receive or understand the contents of the message (Mudini and Purba, 2009). One way is through video shows.

In addition, aspects of student development is also one thing that must be considered in the learning process so that learning outcomes are optimal. According to Piaget elementary school children are at a concrete operational stage. Each student also has a different learning style. Student learning styles are very influential on student academic achievement. In an effort to achieve learning objectives by adjusting the learning style, the teacher can use learning media (Rahman, 2018). One of the learning media that can be used by teachers to concretize abstract

concepts so that students better understand the material and meet the learning styles of students both visual, auditory, and kinesthetic is through video shows.

Video as an audio visual media that displays motion (Rahman, 2018). *Video media is a set of components or media that can display both images and sound at the same time.* Video is a media that can display pictures (visual) and audio (audio) elements at the same time when communicating messages or information. *Video is one of technology which offers instructors a wide variety of material resources to be employed in the classrooms* (Woottipong, 2014: 201). Video is one of the results of technology that offers teachers various learning resources for use in the classroom.

The benefits of video media (Aqib, 2013: 51), namely: 1) More clear and interesting learning; 2) Improve the quality of learning outcomes; 3) Foster a positive attitude towards learning towards learning processes and materials. The advantages of video media (Rusman, 2012: 220) namely: 1) Video can provide messages that can be received more evenly by students; 2) Video is very good for explaining a process; 3) Overcoming space and time limitations, is more realistic and can be repeated or stopped as needed; 4) Give a deep impression that can affect student attitudes.

Some previous studies relating to the use of video in learning include video-based



ICEE-2

learning that can improve students' ability to listen and students' positive attitudes towards the use of video in listening learning (Woottipong, 2014: 200). The use of video media is effective in improving writing skills in simple essays (Hardianti and Asri, 2017: 1).

In this study in general, there are three stages of the implementation of learning to speak namely: 1) The planning stage; 2) Talking stage; 3) Evaluation stage (Rahman, 2019: 68). The planning phase consists of: 1) Determining objectives; 2) Determine the theme and collect appropriate material (data or information from books or the internet); 3) Creating a framework of discussion (developing topics as a guide in speaking); 4) Practice speaking. At the speaking stage students have the opportunity to appear presenting the contents of the conversation individually in front of classmates in turn. At the evaluation stage students are given positive *reinforcement*, suggestions and constructive criticism of student performance, do questions and answers about the contents of the conversation or ask other students to comment on the appearance of students who appear according to Chappell (in Rahman, 2019: 68-71).

Based on the description above, the purpose of this study is to find out video-based speaking skills in elementary school students.

METHOD

This research is a qualitative descriptive study. This research was conducted in grade IV elementary school in Bandung, West Java Regency.

The subjects were grade IV Rancaekek 05 Elementary School students in Rancaekek Subdistrict, amounting to 32 students, 20 male students and 12 female students. Data collection techniques namely speaking tests conducted by students telling stories in front of the class verbally to determine students' speaking abilities in video-based speaking learning.

During the pretest, students were asked to tell folklore about the Situ Bagendit Legend. Students then watch the video show. At the time of the posttest, students told the story in front of the class.

Speaking skills assessment in this study uses assessment rubrics in which there are aspects of assessment and assessment criteria that are adjusted to the characteristics of students and the types of speaking skills adapted from the 2013 Curriculum Teacher's Book (Kemendikbud, 2017: 142) and (Rahman, 2019: 91). The assessment criteria consist of linguistic aspects, namely the topic of the story, the storyline, the setting of the story, the characters, the characters, the mandate of the story, and the ability to tell stories.

Data obtained from the results of the speaking ability test are collected, processed, and then analyzed using a qualitative descriptive approach (Creswell, 2010: 271), using a Likert scale (Nazir, 2003:



ICEE-2

338) and the results are used to draw research conclusions. The categories of students' speaking ability are determined

using numbers in the range 0-100 based on the 2013 curriculum (Kemendikbud, 2017) as follows.

Table 1 . Speech Ability Category

No.	Score	Category
1	90-100	Very good
2	80-89	Well
3	70-79	Enough
4	60-69	Less
5	<60	Very, very little

RESULTS AND DISCUSSION

During the pretest the students had difficulty in speaking in front of the class about telling folklore "The Legend of Bagendit Situation". Students look less confident, afraid of being wrong, don't know what to say in front of the class, look nervous and shy. As a result most students are less able to express ideas, ideas, thoughts, and feelings, and less able to tell the story of the class. Students' speaking ability in learning is considered to be lacking. After watching the video, the

students look happy and enthusiastic in learning. They are more focused in learning and more active in learning, both in terms of answering the teacher's questions, asking, refuting, evaluating his friends who appear to speak in front of the class, or telling the story he listened to in front of the class. Students' abilities in speaking develop well.

The results of students' speaking ability tests on the pretest and posttest are illustrated in the following table.

Table 2. Categories and Speaking Abilities of Students in Pretest and Posttest



ICEE-2

No.	Score	Category	Frequency of male students		Percentage of Male Students		Frequency of Female Students		Percentage of Female Students	
			Pre	Post	Pre	Post	Pre	Post	Pre	Post
			test	test	test	test	test	test	test	test
1	90-100	Very good		1		5%		2		16.67%
2	80-89	Well		8		40%		8		66.66%
3	70-79	Enough	1	8	5%	40%	6	2	50%	16.67%
4	60-69	Less	12		60%		5		41.67%	
5	<60	Very, very little	7	3	35%	15%	1		8.33%	
amount			20	20	100%	100%	12	12	100%	100%

Based on the above table conclusions can be drawn as follows. In the pretest, male students who had reached 70-79 only reached 5%, while female students reached 50% and as a whole only reached 21.87%. The pretest results of the speaking ability of male students an average of 59.9 and 68.33 female students and the average overall speaking ability of students 63.

The speaking ability of female students is higher than the speaking ability of male students. The results of the pretest showed that the students' speaking skill considered still low.

At the posttest, male students who have reached a score greater than or equal to 70 is 85% and female students reach 100%.

The average speaking ability of male students at posttest was 76.35 and female students was 85.41. Overall the average speaking ability of students reached 79.75. The ability to speak of female students at posttest was higher than the ability to speak of male students.

Through video-based speaking learning, students' speaking skills are enhanced. The ability to speak of female students is higher than the ability to speak of male students.

This is in line with the opinion of Mudini and Purba (2009) that one of the factors that can improve the quality of Indonesian language learning is by optimizing the use of media, such as video. Student interest in video-based speaking learning is increasing. Media is one of the determining



ICEE-2

factors for learning success. Through video media learning becomes more interesting and enjoyable. The use of video media can stimulate student knowledge, practice logical thinking, analytics, be more creative, effective, sharpen students' imagination and be fun. Video is one of the audio visual media that has been developed for many learning purposes because it can improve learning outcomes. Video can display elements of images (visual) and sound (audio) simultaneously when communicating messages or information (Mantasiah, 2016). Video can provide a more realistic model for students so students can play an active role in learning and facilitate language learning (Ahmad, 2007: 4).

Through video-based speaking learning, students feel interested and have the courage to practice their speaking skills (Suswanto, 2014). The choice of video media can improve speaking skills because video media provides unexpected experiences to students and can be combined with animation and speed regulation over time (Daryanto, 2013: 88).

CONCLUSION

Based on the results of the study conclusions can be drawn as follows. Students' speaking ability in learning to speak based on video increases. The speaking ability of female students is higher than the speaking ability of male students. So the teacher needs to have one of the ten skills that need to be mastered namely the skill of using learning media, one of

which is video. Video as an audio visual media can present messages in the form of facts (important events / events, news), as well as fictitious (stories) that are informative, educative, and instructional that can be used in learning, not only in Indonesian language learning but also in other learning. Therefore, video is very important to use in learning.

SUGGESTION

Based on the conclusions of the results of this study put forward the following suggestions. Video-based learning should not only be applied in speaking or language learning, but can also be applied in other learning. Researcher hopes that other researchers can do the same research or different studies using video in other learning to achieve learning objectives and increase learning outcomes.

REFERENCES

- Ahmad, AK 2007. Learning Media. Makassar: Makassar University.
- Anggi et al. 2017. Various Occupations: Elementary / MI Teacher Class IV Books. Jakarta: Ministry of Education and Culture.
- Abidin, Y. 2015. Language Learning Based on Character Education. Bandung: Refika Aditama.
- Aqib, Zainal. 2013. Models, Media, and Contextual Learning Strategies



ICEE-2

- (Innovative). Bandung: Ynama Widya.
- Creswell, J . W. 20 08 . Educational Research. New Jersey: Pearson Prentice Hall.
- Creswell, JW, Fawaid, A. 2010. Research Design (Translation). Yogyakarta: Student Library.
- Daryanto 2013. Learning Media. Yogyakarta: Gava Media.
- Hardianti and Asri. 2017. Effectiveness of the Use of Video Media in Simple German Essay Writing Skills for Class XII Science Students at SMA Negeri II Makassar. *Eralingua: Journal of Foreign Language and Literature Education*, Volume 1, No.2, August 2017.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Longman.
- Ministry of Education and Culture. 2017. Hands-Out Training Materials General Materials and Primary School Primary Materials. Jakarta: Director General of Ministry of Education and Culture RI's Ministry of Education and Culture.
- Mantasiah. 2016. Effective use of video media in speaking skills.
- Mudini and Purba. 2009. Learning to Speak. Ministry of National Education Director General of Education Quality Improvement and Education Personnel Development and Empowerment Center for Educators and Language Education Personnel.
- Rahman 2018. Capita Literacy in the Pedagogical Context of the Industrial Revolution Century 4.0. Bandung: Postgraduate Basic Education Indonesian University of Education.
- Rahman 2018. 21st Century Teacher Skills in Teacher Professional Variables.
- Rahman 2018. 21st Century Teacher Skills in Electronic Media Mastery Variables.
- Rahman et al. 2019. Listening & Speaking Theory and Practice. Bandung: Alqaprint Jatinangor.
- Rahman 2017. *The Enhancement of Speaking Skills Through Storytelling Method* .
- Rahman 2017. *Cooperative Integrated Reading and Composition in Video-Based Instructional Design*.
- Rusman. 2012. Computer Based Learning and Learning Develops Professionalism of 21st Century Teachers. Bandung: Alfabeta.
- Santosa, praise. Indonesian Language Learning Materials and Elementary Schools. Jakarta: Open University.
- Suswanto, Yessica. 2014. Speaking Ability: Video Learning Media Indonesian Language Class III Elementary School Students.



ICEE-2

Triling & Fadel. 2009. *21st Century Skills Learning for Life in Our Times*. USA: Jossey-Bass.

Woottipong, K. 2014. *Effects of Using Video Materials in the Teaching of Listening Skills for University Students* Vol.6, No.4 DOI: <https://doi.org/10.5296/ijl.v6i4.5870>