

The Impact of Using Video Media in Increasing Motivation For Speaking Ability

Siti Julaihah

Politeknik Penerbangan Surabaya

E-mail: julaihahsiti2812@gmail.com

Abstract

The purpose of this study was to determine the impact of using video media in increasing the motivation of the cadets' speaking skills. This research was conducted to determine the contribution to the motivation of speaking skills as a result of the use of video media for aircraft engineering cadets. The method used in this research is an experiment in which the research stage is carried out in two cycles. The results of this study indicate dIn the first cycle, it showed an average score of 66.61 which was in the sufficient category, and showed an increase in the second cycle to obtain an average score of 80.88 which was included in the good category. This increase shows the impact of using video media in improving the speaking skills of cadets.

Keywords: Media Video, Motivation, speaking skills

INTRODUCTION

Along with the advancement of science and technology in this 21st century era, it is undeniable that expertise in foreign languages, especially English, is very meaningful. However, there are not a few cadets whose English learning achievement is not sufficient.

One thing to pay attention to is English speaking skills (*speaking english skill*) As expressed by Brumfit (2001: 35) English is an international language which is the most extensive international medium of communication. Taruna is required not only to understand and convey messages in written form, but also to understand messages that are presented orally, such as understanding the content of words and conveying thoughts, feelings and experiences for communicative purposes. Cadets are required to be able to face global competition. This condition encourages the writer to help cadets to be better prepared.

Speaking It is a functional oral language skill in everyday human life. Why not because by speaking we can get and convey information. However, for Indonesians, speaking fluent English is a tough challenge because we do not use English as the language of daily communication.

Speaking is a productive ability. Speaking can not be separated from listening (listening). When we speak, we create a meaningful text. In communication, we can find speakers, listeners

as well as messages and feedback (feedback). Besides that, speaking also cannot be separated from pronunciation. Train and improve English skills for students in spoken language is one of the lecturer's tasks that are not easy. Experienced and creative lecturers will not have difficulty choosing the right strategy for choosing the assignment.

According to Ladouse (in Nunan, 1991: 23) speaking is a activities to explain someone in a particular situation or activities for report something. Meanwhile, according to Tarigan (1990: 8) "Talking is ways to communicate that influence our daily lives ". This matter means speaking is a way of communicating that can influence someone's life.

Based on the explanation above, the writer concludes that speaking is a way of expressing what we feel later manifested in the form of an spoken language process between two or more people.

Based on the opinion expressed by Uno (2011: 5) Motivation is a force that urges a person to carry out something to reach a goal, this strength is stimulated by various needs such as the will to be filled, behavior, goals, and feedback. Motivation and learning are two things that influence each other. Therefore, in English education, efforts should be made to implement it in order to create fun English learning and motivate cadets to learn.

Low learning motivation is caused by several internal and external factors that influence, in general internal factors include basic skills, interests, and lack of conversation training and others. The external factors are curriculum, facilities and infrastructure, professional teaching abilities and the media.

According to Rusman (2012) there are two types of media based on the types, namely utilizing existing media (by design) and media based on needs and made by yourself (by Utilization). Learning media is a device or tool used to facilitate the teaching and learning process, in order to streamline communication between teachers and cadets. Learning media really help teachers in the teaching and learning process and make it easier for cadets to accept and master lessons.

Video is a series of motion pictures accompanied by sound that form a unity that is strung together into a plot, with messages in it for the achievement of learning objectives which are stored by the storage process on tape or disk media (Arsyad, in Rusman 2012). Video is an audio-visual media that displays motion (Sadiman, 2008).

Currently, with the Covid - 19 pandemic, the teaching and learning process has become an ineffective phenomenon, especially in subjects that require direct practice such as speaking. In

the speaking material, one of the predefined indicators is so that cadets can recite pronunciation properly and correctly.

Many factors cause the ineffectiveness of learning, namely the lack of motivation of cadets to be able to carry out teaching and learning activities and the limitations of the media used in learning. Therefore we need a media that can support the speaking learning material, namely video media.

As it was found when researchers observed that the lack of participation of cadets during the learning process and the creation of learning conditions that were less conducive and pleasant were due to the ineffective media used by teachers. Based on this phenomenon, the low motivation of participants in taking language lessons is thought to be influenced by the use of unsuitable learning media.

The use of videos in English language learning has been done a lot both in the field of writing and speaking skills, such as research conducted by Siti Aminah (2018, pp. 148-157) that the use of videos really helps students get ideas in writing procedural text skills. The use of internet-based videos such as Youtube can also be used as an effective medium to help students understand text procedures from beginner to advanced levels (Abdul Kholiq, 2019, pp. 29-33). Meanwhile, for learning speaking skills, the use of videos for speaking skills is not only an effective solution to solving speaking skills problems such as anxiety, low participation, and also lack of confidence in speaking. However, the use of this video has a positive contribution to the learning process of speaking skills (Dini Irawati, 2016, p. 45). The process of learning speaking skills is also greatly influenced by teacher belief in the effectiveness of a medium such as video. Teacher trust in the media is often reflected in the use of media as an example of using video media for speaking skills (Ummi Khoirunnisya, 2018, pp. 11-21). However, research on the use of videos in speaking skills, especially those containing procedural texts, is the main reason for this study. Teacher trust in the media is often reflected in the use of media as an example of using video media for speaking skills (Ummi Khoirunnisya, 2018, pp. 11-21). However, research on the use of videos in speaking skills, especially those containing procedural texts, is the main reason for this study. Teacher trust in the media is often reflected in the use of media as an example of using video media for speaking skills (Ummi Khoirunnisya, 2018, pp. 11-21). However, research on the use of videos in speaking skills, especially those containing procedural texts, is the main reason for this study.

METHOD

This research is using experimental method. This research was conducted to determine the contribution to the motivation of speaking skills as a result of the use of video media for aircraft engineering cadets. In order to reveal whether there is a contribution of video media or not, comparative activities are needed. Various comparing activities are carried out with specific goals. In this case, what is meant by comparing or comparing activities is between the initial abilities of cadets and their abilities after receiving treatment through the use of video media.

The subjects used in this study were 24 cadets of class A TPU study program. The object of this research is the cadets' motivation in speaking skills with the topic of English aviation using video media.

The data collection instruments used were observation sheets and questionnaires. How is the implementation and implementation of each instrument that has been determined, in this study the researchers emphasized the verbal ability of cadets. The observation instrument used will be more effective if the information obtained comes from conditions or facts experienced, the observation instrument itself has weaknesses if the information obtained is in the form of an opinion or opinion.

The questionnaire instrument uses a grid that has been prepared beforehand and is more standardized with the aim of knowing the skills of the cadets, so that researchers can plan actions in improving the teaching and learning process.

The data analysis technique used is a comparative descriptive analysis, data presentation, and drawing conclusions. Comparative descriptive analysis is used to determine the initial conditions and after treatment, after being compared, the comparison between the initial conditions and the conditions after treatment can be found.

Presentation of data is a grouping of patterns based on Right in the description of the words used to see the whole picture or a certain part, which is presented in the data exposure.

Summing up and verifying. From the reduction activity, a final conclusion is carried out which is then followed by verification or testing of scientific findings.

This research is based on collaborative and cooperative principles so that the preparation of participants is deemed necessary in the initial activities. Have discussions with peers about intermediate English speaking material. A series of action activities to be carried out can be grouped into: (1) Introduction, (2) Core Activities, and (3) Closing. Furthermore, these three series of action activities will be described further in the following section.

Preliminary. The activities that will be carried out in the introduction are: (1) the teacher prepares the cadets psychologically and physically to follow the entire learning process, (2) through question and answer activities, cadets are reminded or explained again by the teacher about the example conversation in everyday life, (3) cadets observe examples conversation, (4) the teacher asked the question, "Can you practice conversation in daily life?". The next activity carried out is (5) cadets are given problems related to conversation in everyday life related to the subject matter being discussed, namely: "Did you know conversation in everyday life? ", (6) the instructor emphasized the objectives to be studied today, and (7) the teacher conveyed the scope of the material.

Core activities. The first stage carried out in the core activity is observing, namely cadets observing examples conversation in everyday life that is practiced by the teacher. The second stage is asking where the teacher asks inducement questions, for example: "After observing conversation practiced, if the pronunciation is correct? ". Taruna asks questions related to the problems posed by the teacher and observes pronunciation used. The third stage is the stage of collecting data and information to answer all the questions asked. Taruna in groups exchange opinions about alternative solutions to existing problems. The fourth stage is the stage of associating / analyzing data or information in which cadets conclude the steps to find out which conversations have been correct or not, and then write down the results of solving the problems.

To find out the level of understanding of cadets about the material being studied, cadets do practice questions in the text book. In the fifth stage, namely communicating. One of the cadets presents the results of their discussion / work. Other cadets responded to the presentations, whether in asking, confirming or clarifying or completing information or other responses; while the teacher provides feedback or confirmation. The closing activity is carried out by cadets together with the teacher to make conclusions about the steps of presenting data in the form of a circle diagram. Each group is given an award in connection with group activities. To find out the understanding of cadets individually, the teacher gives independent assignments (PR) related to the material that has just been studied.

RESULT AND DISCUSSION

This study aims to determine the impact of using video media to improve speaking skills for cadets of TPU VA Surabaya Aviation Polytechnic. The results and discussion of research carried out at each step (before the action, first cycle, and second cycle) can be stated as follows.

Before Action

Before the action, the teacher forms a heterogeneous group. The cadets have a discussion. The results of reflection before taking action, during the learning activities, most cadets tend to be less interested in completing practice questions. In this study, the researcher focused on speaking skills. So in measuring the learning outcomes using the speaking assessment rubric, in table 1 below.

Table 1. Assessment Indicators

<i>No.</i>	<i>Speaking component</i>	<i>Indicators</i>	<i>Point</i>
1	Vocabullary	a. almost perfect b. there is an error tappi does not interfere with the meaning c. there are mistakes and interfere with meaning d. a lot of mistakes and interfere with meaning e. too many mistakes to make it difficult to understand	5 4 3 2 1
2	Fluency	a. Very smooth b. smooth c. pretty smooth d. not that smooth e. not smooth	5 4 3 2 1
3	Accuracy	a. very thorough b. thorough c. quite thorough d. not careful e. careless	5 4 3 2 1
4	Pronunciation	a. almost perfect b. there is an error tappi does not interfere with the meaning c. there are mistakes and interfere with meaning d. a lot of mistakes and interfere with meaning e. too many mistakes to make it difficult to understand	5 4 3 2 1
5	Intonation	a. almost perfect b. there is an error tappi does not interfere with the meaning c. there are mistakes and interfere with meaning d. a lot of mistakes and interfere with meaning e. too many mistakes to make it difficult to understand	5 4 3 2 1

Based on the assessment rubric above, the researchers measured the cadets' speaking ability when they applied video media. To facilitate the assessment, the researcher multiplies the four components so that the maximum value is 100. While to describe this value the researcher uses the assessment criteria in table 2 as follows:

Table. 2 speaking assessment criteria

No.	Category	Score Range
1	Very good	85 - 100
2	Good	70 - 84
3	Enough	55 - 69
4	Less	0 - 54

First Cycle Results

In the first cycle, learning begins with motivation using video media. The results of the first post-cycle observations, it appears that cadets have begun to appear active in learning activities even though not all of them. Cadets are more active in asking questions if they feel they cannot do the practice questions. Taruna is more active in solving speaking problems. The results of the speaking test can be seen in table 3.

Table 3 Results of Cycle I Recapitulation

No.	Category	Range	Frequency	Weight	Percentage (%)
1	Very good	85 - 100	2	170	9.82
2	Good	70 - 84	8	632	36.48
3	Enough	55 - 69	16	930	53.7
4	Less	0 - 54	0	0	0
Amount			26	1732	100
Average score			$\frac{1732}{26} = 66.61$ (enough)		

Second Cycle

In the second cycle, each cadet understood what to do in learning using video. The results in the second cycle obtained an overview of a controlled classroom atmosphere. At the time of learning activities, cadets actively carry out learning activities using the Android application most of the cadets really understand what they have to do. Taruna dared to express opinions and ask questions. The results of reflection in the second cycle can be seen that the group of cadets is still the same, namely a heterogeneous group. During learning activities, starting from the beginning to the end of the activity, cadets appear active and communicative because each cadet has understood what to do in learning using media. The results of the second cycle speaking test can be seen in table 4 below.

Table. 4 Results of Cycle II Recapitulation

No.	Category	Range	Frequency	Weight	Percentage (%)
1	Very good	85 - 100	9	765	38.74
2	Good	70 - 84	15	1200	54.43
3	Enough	55 - 69	2	138	7.83
4	Less	0 - 54	0	0	0
Amount			26	1763	100
Average score			$\frac{2103}{26} = 80.88$ (good)		

CONCLUSION

The results of this study indicated an increase in the speaking ability of cadets using video media. This can be seen from the speaking score based on the results of cycle I and cycle II. In the first cycle, it shows an average score of 66.61, which is included in the sufficient category, and shows an increase in the second cycle of obtaining an average score of 80.88 which is in the good category. This increase shows the impact of using video media in improving the speaking skills of cadets.

Judging from the characteristics of video media For learning speaking skills, the use of videos for speaking skills is not only an effective solution to solving speaking skills problems such as anxiety, low participation, and also lack of confidence in speaking. However, the use of this video has a positive contribution to the learning process of speaking skills (Dini Irawati, 2016, p. 45).

REFERENCE

- Arysad, A. (2017). *Media pembelajaran*. Jakarta: Rajawali Press.
- Irawati, D. (2016). *Supporting student's English speaking achievement using Video. IJEFL, 1(1), 45-60.*
- Nunan, David. (1991). *Research Methods in Language Learning*. Cambridge: Cambridge University Press
- Rusman. (2012) *Belajar dan Pembelajaran Berbasis Komputer*, (Bandung: Alfabeta)
- Sadiman, A. (1996). *Media pendidikan*. Jakarta: PT.Raya Grafindo Persada
- Tarigan, H. Guntur. (1990). *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa.