



ISSN: 2716-1277

e-ISSN: 2716-1269

Available online at
<https://jlic.iaain-jember.ac.id/>

Journal of Language Intelligence and Culture
Fakultas Tarbiyah dan Ilmu Keguruan

IAIN Jember

Vol. 2, No.2, Page 115-125, December 2020

The Effect of English News Video on Students' Speaking Skill

Anni Nurul Hidayati,
UNU Surakarta
anniweasley@gmail.com

ARTICLE INFO

Article History:

Accepted: August 19th 2020

Approved: December 18th 2020

Published: December 28th 2020

Key Words:

English news video, Speaking, Simulation / roleplay

DOI: 10.35719/jlic.v2i2.27

ABSTRACT

The aim of this research is: (1) to know the implementation of the technique of making an English news video to improve students' Speaking skill, (2) to know the ability of the students non English in improving speaking skill. The research was conducted at students majoring Islamic Communications and Broadcasting of IAIN Surakarta. The researcher used qualitative research method to find out the improvement of the students' speaking skill. The researcher collected the data through observation, interview, and documentation. The researcher obtained the data during teaching and learning processes. Based on the research that has been done, it can be concluded that: (1) the implementation of making an English News Video gives advantages for students' in improving speaking skill, especially on communications and broadcasting field; (2) the non-English students got a lot of communications and broadcasting vocabulary, become more active and fearless in making mistake when showing their ideas after doing this research.

INTRODUCTION

English takes important part in every aspect of human life. English is needed as a means of communication in oral and written. Because of the number and geographical spread of speaker and the large number of non-native speakers who use it for part or at least of their International contact.

English has four major skills that learners have to master, namely listening, speaking, reading, and writing. These four major skills are connected each other. In formal education, listening and speaking as one of the important language skills' get less proportion in the English teaching and learning. Some teachers give too much attention in reading-writing. In fact, students still have problems in performing their speaking. They speak slowly and passively. They take a long time in composing utterances. They also lacks of grammar and pronunciation.

Speaking allows the people to know the world widely. People find opportunities to relate people from other countries. Most of the world's language learners study English in order to be able to communicate fluently. For people who want to be competent in communicating with English, they must change and expand identity as she or he learns the culture, social, and even political factors of English, that needed to speak appropriately with a new "voice", it is as Englishman (Hughes, 2002 in Fitriana2006: 1).

Teaching speaking in the classroom should be interested with various techniques. The process of teaching and learning will be enjoyable, so that the students will not be bored following the speaking class. The teacher or lecturer should consider about many aspects that would affect the process of students' learning a second language for example, teaching environment, teaching technique and materials. She or he must give them more time to practice in a fun situation. One of the technique can be used in teaching speaking is making English video.

Technology in language teaching is not new. Technology has always been taking an important part of teaching and learning tools. It is an essential part of the teachers' performance through which they can use it to facilitate learners' learning. Educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. By using technology properly teacher or lecturer can teach something new in class.

Teaching speaking students majoring of Islamic Communication and Broadcasting needs various kinds of technique and media. Teachers must pay great attention to teach speaking for providing meaningful communication.

Media offers some positive contributions toward the teaching and learning process, for instance, media provide clear

context, meaning and guidance that can make students enthusiastic in learning English especially speaking. Using media in making an English news video can improve students' speaking skill.

To overcome this situation there is an appropriate technique in teaching speaking skill through simulation. Dougill (1987) says simulation is "mirror real life" and "reality of function in a simulated and structured environment. Simulation brings real life situation and realistic environment in the class. The students as the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation based on the script they have made. In doing the simulations students take a video of their activity.

The application of taking video while doing simulations in teaching speaking makes the teaching and learning process interesting and understandable. It can build up the students' ability. The materials can be illustrated and simulated by using video. The students can be more active and fun in the teaching and learning process. This technique is also aimed to make improvement and to see the developed of students' behavior change.

The Definition of Speaking

Speaking is so much a part of daily life that we take it for granted (Thornbury 1988:1). Meanwhile, Chaney (1998: 13) states speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context. From the definition above, speaking accuracy is the use of language by controlling the language focusing on their pronunciation, phonology, and grammar. While speaking fluency refers to the use of language by talking less in pause or significant pauses. Characters of a successful speaking actually, according to Ur (1996:120) are learners talk a lot. It means that the teachers should make the students talk active. They help their students develop the skill to produce grammatically correct, to make logically connected sentences, and to use acceptable pronunciation. These are some examples of problem faced by students in speaking: (1) Inhibition; (2) Nothing to say ; (3) Low or uneven participation ; (4) Mother tongue use.

Speaking means the activity to present the language orally, to deliver the ideas, feeling, purpose, and thought. It emphasizes on interaction, communication and understanding each other.

Speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the class or outside the class during students' activity. The speaking component in a language class should encourage acquisition of communication in and out the classroom.

Thornburry (2005:8) says that speaking is used to express their ideas and to communicate to people in civilized world. Speaking ability serves students to be able to communicate their opinion, feeling and expression with no limitation of different native language, culture and country. It is in line with Brown (1994:237), he states that social contact in interactive language functions is a key in which it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact and other non- verbal message.

The Concept of Speaking

People who want to speak English well, besides learning the knowledge of the language, they need to practice it. Because it is impossible to be able speak English without practice it. If the learner does not have speaking skill, does not understand the English words that saying by the speaker, does not acknowledge the language, they cannot catch meaning of the speakers' mean and give the meaning back. In this condition, they cannot be said success in learning English, because they don't have a meaningful interaction of English conversation.

Ur (1996: 120) says the characteristic of a successful speaking activity which include learner talk a lot, participant is even, motivation is high , and language is on the acceptable level.

The Elements of Speaking

Speaking ability is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency.

a. Pronunciation

Pronunciation is the students' way to utter English well. When teachers teach English, they need to be sure that their students can be understood when they speak. They can follow the teachers' utterances and pronounce it well.

b. Vocabulary

Vocabulary is the basic thing in a communication. Vocabulary is basic to communication. The students need to learn what words mean and how they are used. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself.

c. Grammar

It concerns with how to arrange a correct sentences in conversation. Both vocabulary and grammar need to be taught in context and the students should always be given plenty of opportunities to use the language that they have learned in class. This mean that they do not just learn the rules superficially, but put them into practice in order to communicate.

d. Fluency

It can be defined as the ability to speak fluently and accurately. People who speak the language quickly and confidently with few unnatural pauses, it is called as fluency.

Strategies in Teaching Speaking

In order to overcome the problem in the speaking class as mentioned above. The strategies are explained in the following term (Ur, 1996: 121):

- a. Use the group work. Using group work will increase the amount of learners to talk going on in limited period of time. They can interact with their friends intensively.
- b. Base the activity on easy language. It is better to review the essential vocabulary before the activities sets.
- c. Make a careful choice of topic and task to stimulate. Give the clear purpose of discussion will make the students more motivated in doing task.
- d. Give some instructions or training in discussion. The students should give the contribution to the discussion; appoint a leader to each group who will regulate the other.

There are some methods in teaching speaking:

- a. Direct Method. Teacher plays important role in this method. From the beginning, students are taught and must respond in target language. Teacher talks much, students engage in speaking activities focused on specific topic of situations.

- b. Audio-Lingual Method. Speaking activities focus on speech with heavy reliance on repetitions and oral drills.
- c. Roleplay/simulations. Role-playing/simulation is an extremely valuable method for L2 learning. This method encourages the students' thinking and creativity. Harmer (2005) cited that the simulation and role-play can be used to encourage general oral fluency or to train students for specific situations.

Further to keep the students speaking the target language, the students can use simulations or role play. Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring their imaginations to the class to create a realistic environment. The teacher can ask the students to act out scenes from play and/or their books, sometimes filming the results. In simulations the students speak and act as themselves. Students will often act and practice the dialogues they have written. For instance, the students act as news anchor and journalist. They can set the group, situation and the dialogue they are made is an imaginary one as they want. For example: group one has a topic of exploring a history place in Surakarta. They can take their role to simulate the scene as news anchor, reporter, and visitors. To make it into a good performance, the students can take the video and practice to speak up their ideas in a dialogue during their simulations. Role-plays and simulations have many advantages. The advantages are simulations and role-play can be good fun and motivating. Since they are entertaining, they increase the self-confidence of hesitant students, because in role-play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. David (1996) found that simulation gives many advantages as providing the opportunity for the students to carry out a task or solve a problem together. Simulation allows students to practice with new vocabulary and structures. This method gives students the freedom to make their own choices and decisions and also allows students to base their choices and decisions on their own experience and also allows teachers to monitor progress and participation unobtrusively.

From the explanation above, it can be concluded teaching speaking needs a method for learners to speak and to express opinion and feeling. The teacher and the students can set the conditions for learning and practicing speaking like real situation as they imagine.

METHODS

This study used qualitative approach by applying a descriptive method. According to Creswell (1994), the descriptive method of research is to gain information about the present existing condition. The aim of the descriptive research is to try out hypotheses or to answer questions concerning to the current situation of the research. Thus, descriptive method is considered relevant to this study since it has purpose to know the advantages and the improvement of the ability in understanding reading English text.

In collecting the data resources, the researcher used observation, interview, and documentation. The Subject of this research is students of Islamic Communications and Broadcasting at IAIN Surakarta. The researcher has observed the students when teaching in classroom. After doing observation at first meeting, the researcher continued to collect the data by teaching speaking by making English video. While teaching, the researcher did the interview to the students. The goal is to get the information about the advantages teaching speaking by making English video. The researcher got the results of students' project by making English video before the meeting end. The videos were showed in front of the class and the teacher gave a feedback about the grammatical, body language, gestures, eye contact and other non- verbal message. The researcher analyzed the data, arranged the data and presents the data to complete the information about the advantages in using this technique and the ability of the students after the treatment.

RESULTS AND DISCUSSION

Results

The results of the research cover the analysis of researcher's technique in teaching speaking. In order to help students in improving students' speaking skill, the researcher guided them to make English Video. The researcher gave them the material and the

technique before they made the video. The researcher found there were some advantages in using this technique. Khotari (2004) stated descriptive research covers surveys and fact-finding enquiries of different kinds. In addition, the major purpose of descriptive research is description of the state of affairs as it exists at present. Furthermore, Dhawson (2002) said descriptive research attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about , say, living condition of a community, or describes attitudes towards an issue.

Based on the observation of teaching in classroom, the activities carried out based on the lesson plan. The researcher taught speaking by showing video as learning media. The researcher used video conversation to teach speaking. The video conversation is based on the material on the lesson plan. The researcher gave the instructions what lesson would be learned and gave the explanation about the material then played the video conversation accordance with the material. The researcher asked the students in group to practice in front the class.

In supporting this, the researcher asked the students make English video in group. In making the video the students were guided by the researcher. The researcher gave the theme about education, culinary, and tourist destination. The students simulated or played the role play as they want then took the video during the processes. The researcher asked the students to be a news anchor and a news reporter based on the theme given. The students' choose whether they want to act as news anchor or news presenter. Students are more active and interest in joining speaking class.

In the assessment the teacher focused on improvement of the students' in the grammar aspect, pronunciation, and fluency. The assessment showed by the video they have made. The researcher helped the students learn, that is to understand the learning material and remember what they have learnt then the make the video based on the theme.

Discussion

After doing the observation and the interview, the researcher continued to do the elaboration. The students had a role in making the video as a news anchor, reporter or others based on the theme they have chosen. After conducting this technique, the researcher

felt that the students got good improvement. It can be seen from the result of the video they have made.

According to Ur (1996), there are some strategies we can use to improve students' speaking skill. This study used group work in performing their speaking. Further to keep the students speaking the target language needs kinds of interaction in the class or outside class. The students can use simulations or role play. It is in line with David (1996) statement that simulation gives many advantages as providing the opportunity for the students to carry out a task or solve a problem together.

The researcher as the teacher provided real sample of the video to teach speaking in classroom. The video is about the material based on the syllabus or lesson plan. The primary goal of this research in teaching speaking is the students can performance their idea actively based on the theme they have gotten. The students made video about education, culinary, and tourist destination theme. The students had a role as a news anchor or news reporter. They made script based on their interest whether they choose the theme of education, culinary or tourist destination.

The researcher found some strength after applying this technique. It helped the students to increase their idea orally. It also encouraged them to make the conversations as much as the students want. Therefore, their ability in speaking increased. The students felt confident and enjoyed having conversations with their friends in front of the camera. The students have chance to reveal their idea and make the script or the conversations intensively. Then they performed their idea based on the script in front of the camera. This technique could help students in performing their pronunciation better. The students could perform and take the scenes repeatedly. By working with their friend, it helped them to easier make the sentences. It also encouraged their corporation in group.

After applying this technique, the students' skills have improved not only in speaking but also in writing and vocabulary. The students were being more active to write and to share their ideas through the video with the vocabularies on their mind. Beside the students' pronunciation increased, this technique helped the students' grammatical better.

CONCLUSION

Based on the research investigation and research finding, the application of simulation/ role play technique by making English News Video showed a good improvement on students' speaking skill. This technique helped the students to write and to collect the idea before performing in front of the camera into an Video. The students' grammatical, pronunciation, and performance increased. There are also some aspects we can get when using simulation/roleplay in learning a foreign language such as meaningful situations, reinforcement of the language, enjoyable learning, and also deeper experience of learning. The application of this technique showed some strength and weakness. The strengths are the application of English video making through simulation/role play technique made the students more active in expressing their idea. The students can write the script based on their idea. The students also can use their creativity in editing the video. The weakness is making English video needs times. The researcher needs time to give motivation and check their work intensively

REFERENCES

- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. (3 ed), London: Longman
- Chaney, AL and TL Burk. (1998). *Teaching Oral Communication in Grade K-8*. Boston: Allyn Bacon
- Creswell, J.W. (1994). *Research Design Qualitative and Quantitative Approaches*. London: Sage Publications.
- David, R S (1996). *Simulations: A Tool for Testing "Virtual Reality" in the Language Classroom*. In JALT' 95: Curriculum and Evaluation. Tokyo: Japan Association for Language Teaching.
- Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford University Press.
- Dawson, Catherine, 2002, *Practical Research Methods*, New Delhi: UBS Publishers'Distributors

- Dougil, J. (1987). *Drama Activities for Language Teaching*. London: Macmillan.
- Harmer, J. (2005). *The Practice of English Language Teaching* (4th ed.). Pearson.
- Hughes, R. (2002). *Teaching and Researching Speaking*. London: Longman
- Kothari, C.R (2004). *Research Methodolgy: Methods and Technique*. New Delhi: New Age International Publisher.
- Rice, Allison M. (1993). *Teaching with Video*. New York: MacMillam, Inc
- Thornbury, Scott.1988. *How to Teach Speaking*. England: Longman
- Ur, Penny. (1996). *A Course in Language Teaching, Practice, and Theory*. Great Britain: Cambridge University Press.