Using Silent Short Video to Improve Students' Speaking Skill at Class XI of SMA Negeri 57 Maluku Tengah

[1]Sifra Huwae, [2]Hendrik Jacob Maruanaya, and [3]Christian Albert Lewier

[1, 2, 3]Pattimura University

Email: huwaesifra@gmail.com

ABSTRACT

The objective of this classroom action research (CAR) is to improve students' speaking skill using silent short video at class XI of SMA Negeri 57 Maluku Tengah in the academic year 2022/2023. This research was conducted in two cycles, each with three meetings. The Steps were preliminary study, planning, action implementation, evaluation and reflection. The researcher worked collaboratively with the English teacher and the students to conduct this research. The data collected were in the form of qualitative and quantitative. The qualitative data were gained through Questionnaire and the quantitative data were gained from Speaking Ability Test. The result of this research showed that by using silent short video in English teaching and learning, the students' speaking skill has improved in five main areas, vocabulary, pronunciation, grammar, fluency, and comprehension. The students were interested in learning speaking and they became actively involved in learning process. Moreover, the students were confident and fluent in speaking practice.

Keywords: Improving, Students' speaking skill, silent short video

INTRODUCTION

As the most widely spoken language in the world, English plays an important role in an international context. In the global context, English is the language of science, aviation, computing, diplomacy, and tourism (Genk & Bada, 2010). All international business, politic, education, economy, tourism industry requires people to communicate in English. Rao (2019) stated that English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the east and the west and the north and the south. On the other hand, Novia (2016) stated that English is used as a medium of instruction in international schools.

Currently, Indonesia has entered the 4.0 era which integrates devices with the internet and the use of big data (volume, velocity, variety, value, and visibility). This marks the digitization of information and communication technology in many sectors (Widiastuti & Mirnawati, 2020). In Educational fields, teachers and students also empower technology for teaching and learning

needs. They can access anything on the internet including their lesson because they grow up in a time when technology is constantly at their fingertip. Mobile technology is the solution for the teacher to make the class differences, to create a good and pleasant circumstance.

For such reason, the researcher conducted the preliminary study at SMA Negeri 57 Maluku Tengah and looked for the teaching-learning process, especially in speaking. In this preliminary study, the researcher got the teacher's permission to join the zoom meeting. The role was only to observe the teaching-learning process that occurred in the online classroom through zoom meetings. As the researcher was interested only in speaking, her observation focused on the speaking tasks and how the teacher engaged the students in having them speak in English. So, most of the time the lesson deal with the text, mainly descriptive text. The teacher taught the lesson from the textbook; on the other hand, the students have the student book about the English lesson. The student's book contains a worksheet.

During the learning process, the researcher found that the teacher used the describing picture strategy to engage students in English speaking skills. The researcher also found some problems such as lack of vocabulary, practice and guidance that effect the student's confidence and motivation to speak. This problem was very commonly found in teaching English especially when the focus was given to practicing the

language. The preliminary study the researcher did at SMA Negeri 57 Maluku Tengah has provided the researcher with some information related to the media and the material the teacher used in engaging the students in speaking, the student's participation, and their speaking skills.

For those problems that students faced in the speaking class, the researchers worked collaboratively with the teacher and students to conduct this classroom action research using silent short video. Finally, to face the problem of speaking skill the students were expected to improve their speaking skill helped by the researcher and the teacher.

RESEARCH METHOD

Based on the research objective, this research included in Classroom Action Research (CAR). The reason of choosing this classroom Action Research as the research method is because the researcher wants to know the result of the learning process using silent short videos to improve students speaking skills. According to Tripp, (2005) Education action research is principally a strategy for the development of teachers as researchers so that they can use their research to improve their teaching. Action research is an approach commonly used for improving conditions and practices in a rage healthcare environment.

This Classroom Action Research conducted to improve students' speaking skill using silent short video at class XI of SMA Negeri 57 Maluku Tengah consist of 20

students. A silent short video is one of learning media without sound that can be used to improve students speaking skill. In general, the stages of conducting a Classroom Action Research consist of 4 main steps: Planning, Action, Evaluation and Reflection (Kemmis and McTaggart (Kasbolah,1998:124). Explanation of each stage is as follows.

1. Planning

The researcher makes preparation to conduct the research such as, media, facilities, lesson planning, teaching material, research schedule, indicator of success and research instrument that can be used in the classroom during the research. The focus of this study is to improve students' speaking skill. For this reason, some questions have been planned to get answer. 1) How can Silent Short Video help students improve their speaking ability? 2) What are the students' perceptions on the use of the Silent short Video in English class?

2. Action

There is collaboration in action implementation between the teacher and the researcher. The teacher will give the material to the students and the researcher will observe the students and teacher teaching-learning process in improving students speaking skills through the short silent video. There are some steps during the teaching learning process.

3. Evaluation

In this step, the researcher will evaluate the learning process from the beginning until the closing activity. The researcher will look for the result of the observation, if the learning process has succeeded then the learning will be stopped but if it's failed then will be moved to the next cycle.

4. Reflection

In this step, the research will reflect the result of the observation in the class. Is the media that the researcher gave success or not and looking for the result of the learning process to decide whether the learning process to improve students speaking skill is fail or success.

For this research, the data collected by speaking ability test and questionnaire. Speaking test score and formula made by Sudjana (2005) used to analyze the data. in speaking ability test, there is a rubric score system that can be used to give score for students speaking ability test result.

Table 1. Rubric Score System

Score Description
Most part of   - The storyline is cohesive   - The all characters is explained clearly   - sentence structure is correct
some part of   - The storyline is cohesive   - The all characters is explained clearly   - sentence structure is correct
Few parts of   - The storyline is cohesive   - The all characters are explained clearly   - sentence structure is correct
Most part of   - The storyline is not cohesive   - The all characters is not explained clearly   - sentence structure is not correct

Score category and percentage
A : Excellent (85-100)

B : Good (70-84)
C : Fair (55-69)
D : Poor (<54)

The score of students will given based on their performance in retelling the content of silent short video that they have watched before. The keywords using in this article are "improving", "students' speaking skill" and "silent short video".

RESULT AND DISCUSSION

Result

This part of the article presents the research finding and discussions which provide evidence for answering the research questions of the study. The action was done based on the result of the preliminary study reported in chapter I. The result of the preliminary study show that the teacher was mainly relied on using pictures taken from the student's workbook to engage students in speaking. Using pictures in speaking is generally good, however, lack of practice, vocabulary, guidance and using various sources and media demotivate the students to engage in speaking activities which resulted in their performance. So, by using silent short video, the students development of speaking skill was improved and it can be seen in the following explanation.

Cycle 1

Planning

Cycle one consists of 3 meetings, where from the first meeting until the third meeting, there was an increasing of students speaking ability when they used silent short video in learning process. Before conduct the research, the researcher has already made the meeting plan for the first cycle. After making the plan for the first cycle, the next step is action implementation. Each meeting had different title of silent short video.

Action implementation

In the first meeting, the students were still unconfident in present their work in front of the class because this is a new learning media for them. That is why in the first

meeting, they did not show good development. In the second meeting, the students try to improve their performance in presenting their work in front of the class. They had been more confident than the first meeting. In the last meeting of cycle one, the students also showed their good performance in presenting their work in front of the class. It was better that the first and second meeting. They become more confident and active in the class. So, from the first until the third meeting in cycle one, there was a good development in students speaking ability using silent short video.
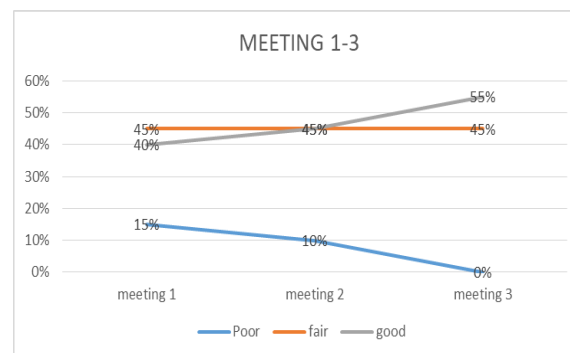
Students' development in speaking ability by using silent short video can be seen in this graphic where the data showed that from the second and third meeting, the students made progress. In the first meeting, from 20 students, there are 3 (15%) students got poor category, 9 (45 %) students got fair category and 8 (40%) students got good category. In the second m meeting, there was 2 (10%) student got poor category, 9 (45%) students got fair category 9 (45 %) students got good category. In the third meeting, there are 9 (45 %) students got fair category and 11 (55 %) students got good category.

Reflection

After the first cycle done, the researcher made the reflection. From the reflection,

there were some important things in the first cycle that the researcher have to change and make it better in the second cycle. Some students were not confident with their knowledge and skill. They had potential to do the task but lack of vocabulary especially the connectors make them became not confident to share their thoughts in the class by retelling the story. Some of them were still familiar with the researcher and some of them were bothered by their friends so their performance in the first meeting were still not too good but they tried their best and it became the experience to do more in the next meeting. Many students could retell the story well. They were confidence and many parts of the story missed. They just explain the core of the story but unable to give little more detailed about the story. It happened to many boys. It was also a hard work for the researcher to encourage the students to become more active in the class. In the second meeting there were still some problems as the first meeting. The problem still related to the student's performance in front of the class. They were still unconfident and also, they made error pronunciation for example, instead of saying Followed (followed) they said (Followed), instead of saying named (nemd), they said (named). The error pronunciation of some words became the new vocabulary to be memorized. So, the problem of error pronunciation is done and the problem of unconfident still became a hard work to be overcome by the researcher and also the students.

Cycle 2

Cycle two start with the revision plan, where the researcher and the teacher discuss about the process and the result of the meetings in the first cycle. The teacher gave some advice to the researcher about how to get students attention and how to guide the students to do each activity in the students' worksheet. The next cycle will also use the same activity but using different topic of silent short video. After making the revision plan, the researchers continued the meetings in the second cycle.

Action implementation

The cycle two started with the fourth silent short video entitled miles to fly. In the fourth meeting, the students showed good development. Their confidence was improved. They could speak fluently although sometime they made error pronunciation but compared with the previous meeting, the fourth meeting was better. Many students could retell the story based on the content of the video, but there were also students who were missing some parts of the story. After the fourth meeting done, the researcher moved to the next meeting with different silent short video. In the fifth meeting in cycle two the students also showed good development. The students were excited during the lesson. There was a development in this meeting if it compared to the four previous meeting. The students had known the method and the media they used. They were comfortable and enjoy the lesson. Most of them showed good responses. After conducting five meetings with good development in each meeting, the researcher moved to the last meeting in cycle two. The students had passed five meetings with many activities that helped them in improving their speaking ability. In the last meeting, the students were so excited, they can speak in English well, they had good confidence and they were so comfortable with the class. So, the researcher proved that the using of silent short video is a good video to build students confidence, to add the student's vocabulary and to make the students become more active in the class, especially in speaking class.
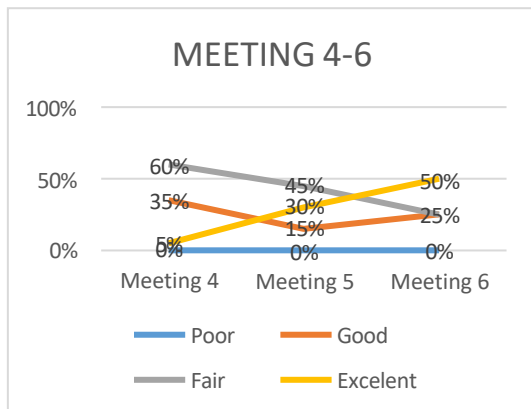
The result showed that in the fourth meeting there are 7 (35%) students got fair category, 12 (60%) students got good category, and 1 (5%) student got excellent category. In the Fifth meeting, there are 5 (25%) students got fair category, 9 (45%) students got good category and 6 (30%) students got excellent category. In the sixth meeting, there are 5 (25%) students got fair, 5 (25%) students got good category and 10 (50%) students got excellent category.

Reflection

Teaching a foreign language for students is not easy. There should be so many strategies that the teacher has to do in order to make students became more active in the class and they can improve their skill. The researcher conducted in SMA Negeri 57 Maluku Tengah showed a good development of students speaking skill. The first meeting showed that students were still unconfident to retell the story in front of the class, but then the students can improve their skill and became more confident in front of the class by trying more. Before the students come into the core activity that was retell silent short video, there were some activities they have to do, there were identifying the characters of the video, arrange the picture based on the video and write some keywords or phrases

for the picture in the students' worksheet. Those are some activities for the students. After they finished with those activities, they retell the silent short video in front of the class. After that, the students and the researcher can discuss together about the difficult words with the meaning of each word and the students remembered the words as their new vocabulary. Those activities repeated for six times and the result was very good. The students could increase their speaking skill and confidence. The student's development can be seen in the following chart.

To answer the second research question, the researchers also used questionnaire. The questionnaire showed the students' responses towards the using of Silent Short Video. It given at the end of cycle (May 21st) for 20 students. It consists of 10 questions which referred to get students responses toward the using of Silent Short Video in class. For the first question, all the students or 100% answered "Yes" that learning speaking is important. For the second question,17 students or 85% answered "yes" that silent short video can help them to improve their speaking skill, and 3 students of 15% answered "Sometimes" that sometimes the silent short video can improve their speaking skill. For the third question, 9 students or 45% answered "Yes" that they felt anxious and unconfident before they learn speaking by using silent short video, 10 students or 50% answered sometimes they felt anxious and unconfident before they learn speaking by using silent short video and 1 student or 5% answered "No" he/she didn't feel anxious or unconfident before they learn speaking by using silent short video. For the fourth question, 2 Students or 10% answered "Yes" that they felt anxious and unconfident when they are learning speaking by using silent

short video, 7 Students or 35% answered "Sometimes" that they felt anxious and unconfident while they are learning speaking by using silent short video, and 11 students or 55% answered "No "that they didn't feel anxious and unconfident while they are learning speaking by using silent short video. For the fifth question, 19 students or 95% answered "Yes" that by using silent short video, they had chance to speak actively in the class especially in learning speaking and 1 student or 5% answered "Sometimes" that sometimes by using silent short video, they had chance to speak actively in the class especially in learning speaking. For the sixth question, 18 students or 90% answered "Yes" that by using silent short video, they felt confident to speak English and 2 students or 10% answered "sometimes" that sometimes, by using silent short video, they felt confident to speak English. For the seven question, 18 students or 90% answered "Yes" that in the learning process, they were given chance to build their creative thinking to retell the story of the video they watched and 2 students or 10% answered "sometimes" that sometimes in the learning process, they were given chance to build their creative thinking to retell the story of the video they watched. For the eight questions, all the students or 100% answered "Yes "that silent short video made them became braver in giving their opinion. For the ninth question, 17 students or 85% answered "yes" that silent short video made the students be more motivated in speaking English inside or outside the class and 3 students of 15% answered "Sometimes" that sometimes the silent short video made the students become more motivated in speaking English inside or outside the class. For the tenth question, 19 students or 95% answered "Yes" that silent short video made them be more explorative with the material and 1 student or 5% answered "Sometimes" that

sometimes they can be more explorative with the material.

Discussion

This action research is done to find how the Silent Short Video can help improving students speaking ability, and the perceptions the students have on its implementation. The result of the action revealed several elements in relation to the implementation of Silent Short Video. These elements are the instructional strategy and management. Student's responses towards the using of Silent Short Video were positive. It can be seen from the result from the first until the last meeting. The last activity in class that was retells silent short video showed good result of student's English development. They can improve their speaking skill from the first meeting until the last meeting. The problem the students faced during the class can be solved by using silent Short Video and the method that is retelling the video. Using silent short video can also improve student's confidence and make the students become more active in class. The questionnaire also showed the students opinion after they learn with Silent Short Video for Six meeting. Many of them have opinion that the using of Silent Short Video can help them to speak English. Silent Short Video can also help them to be active in speaking class because they have to try hard to arrange sentences to retell the story.

The application of Silent Short Video encourages the students in speaking skill. Before the implementation of silent short video, the students left nervous and

unconfident in speaking class. In the class, the students tried hard to do their best in every activity especially in retelling activity. The researcher also kept puts them to be confidence in the class. By the support of the researcher and the other classmates, many of them who felt nervous could be confident in the class. The application of silent short video in the class showed positive responses from the students, they can improve their speaking skill, they can defeated their fear to speak up in the class and they can improve their vocabulary. Student's good and positive responses towards the using of silent short video can be seen by the questionnaire that explains student's good responses during their process in the class by using silent short video.

CONCLUSION

Based on the findings and discussions on the research, it can be concluded that Silent short video can help students to improve their speaking skill. The problem students faced before the researcher applied the silent short video was related to student's performance and confidence in their class and less talkative during the lesson made the students could not speak English well. After the using of silent short video, the students could be more active in class; every one of them had to speak up because the method used in the class retells the story of the video.

The student's vocabulary, pronunciation and confidence increased after they learn with silent short video in the class. Through the implementation of Silent Short Video, the students were so excited and enjoy the lesson because they saw a different learning style in their class. The class became more pleasant and active.

Furthermore, the researcher believe that the teaching learning process will be more active and interesting if the teacher use Silent short video as the media to teach English especially in speaking skill. Muslimah (2018) stated that it is interesting to conduct a study about a silent viewing technique or silent video for the students in English speaking class. It is because the video may carry out many kinds of teaching technique to fulfill students' need in speaking English skill.

REFERENCES

Cotton, K. (1988). Monitoring Students Learning in the Classroom. school Improvement Research Series.

Genc , B., & bada, E. (2010). English as a World Language in Academic Writing. *10*, 143.

Hadijah, S. (2016). Teaching by Using Video : Ways to Make it More Meaningful in EFL Classroom . 307.

Harahap, S., Antoni, R., & Rasyidah, U. (2015). An Analysis on Students Speaking Skill at Second Grade SMP 8 Rambah Hilir . 2.

Haryanto. (2016). The Assesment Prosedure of Speaking Fluency Using Retteling Technique. *3*, 8.

Horban, G. (2015). Explaining as a Teaching Strategy. 2.

Issac , E. (2019). Feedback and Students' Learning . *International Journal of Innovative Education research* , 40.

Kasper , L., & Singer , L. (2001). Unspoken Content : Silent Film in the ESLClassroom . 27.

Kevin, C. (2014). The positive Affect of Technology on Teaching and Students Learning . 3.

Kim, S. (2014The Effect of Using Storytelling With a Charlie Chaplin Silent Movie Clip on Oral Proviciency Development). *STEM Journal*, 1.

Mgunda, & Mgunda, M. (2019). The Impact Information Technology of Business. *Journal of International Conference proceedings, 2*, 149.

Mulyani, & Sartika, D. (2019). Analysis of Students' Proficiency on English Pronounciation Using Youtube-BasedVideo Media. *6*, 249.

Muslimah, A. (2018). Teaching Spoken Narative by Using Silent Viewing Video Technique to Senior High school Students. *12*, 166.

Novia , H. (2016). The challenge of studying in an internatinal school. *Journal of English language and culture , 6*, 113.

Poetjiastuti, D., Akhyar , F., Hidayati , D., & Gasmi, F. (2018). Does Curriculum Help Students to Develope Their English Competence? a Case in Indonesia.

Rahmat, N., Shahabani, N., & Ibrahim, I. (n.d.). The Function of Speaking in English Language and English Anxiety. *6*, 88.

Tripp, D. (2005). Action Research : a Methodological Introduction. 2.

Viera, R. (2017). vocabulary Knowledge in the Production of Written Text : a Case Study on EFL Language Learner . *30*, 90.

widiastuti , I., & Mirnawati, M. (2020). Development and Science of Technology to Realize the Indrustrial Revolution 4.0 and the Internet of Things (IOT) in Indonesia. *International Journal of Innovations in Enginnering Researchand Technology (IJIERT), 7*, 51.