

Analysis of Students' English-Speaking Ability through Media of Learning Video

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Abstract

This study aims to describe students' speaking abilities in students' English language education, Fifth Semester, STAIN Mandailing Natal, through learning video media in the Instructional Media for ELT (English Language Teaching) course. This research is descriptive-qualitative, where the writer describes and analyzes students' speaking abilities. The population in this study was 18 students, and random sampling was used in this study, and there were 10 students as samples. The data collection technique used was questioning and analyzing data using speaking robotic. The study's findings show that learning videos may be a fascinating alternative medium that students can utilize to develop their speaking abilities.

Keywords: *English speaking ability, media of learning video*

INTRODUCTION

Media for ELT (English Language Teaching) is one of the 2 credit compulsory courses given to English Department students at STAIN Mandailing Natal. This course becomes mandatory because this is an inseparable part of the role of students later when they become teachers. Students who will later become teachers, of course, besides being expected to be able to master the material, must also have the ability to manage the media that will be used in the learning process. Usman (2001) said the skills possessed by each teacher in carrying out and carrying out various kinds of activities in a learning process had an impact in the form of reinforcement skills, questioning skills, explaining skills, skills in terms of subject matter mastery skills, skills when using instructional media, as well as skills when using instructional media, as well as skills when opening or closing a lesson. Therefore, skills in using media in the learning process are a part that must also be mastered by prospective teachers later. Hasan (2021) said that Learning media is critical for assisting students in acquiring new concepts, skills, and abilities.

Media according to Ramli (2012) are forms of communication both printed and audio-visual along with their equipment. Ramli further said that learning media includes three types, namely (1) teaching aids, (2) teaching visual aids, and (3) learning resources. Learning media is used in the learning process as a tool to stimulate learning patterns inside and outside the classroom to make learning more effective. An effective learning process certainly leads to the success of the learning itself. Even with current technological advances, technology-based learning media can be used without being bound by place, space, and time. Students can use the media as a learning tool anywhere and at any time and they can see it repeatedly so that the media can provide sufficient reinforcement for the material being studied.

Because of the importance of learning media for a teacher, students' English Language Education Program, STAIN Madina who are prospective teachers are given instructional media for ELT courses as a provision when they later become teachers in supporting the success of the learning process at school or wherever they teach. Apart from being required to master the use of media as a learning tool and means, students of the English Department are of course also required to have a good command of English in communicating or making percentages in class. This is because students of the English Department are indeed prepared

to become English subject teachers. According to Harris there are at least 5 components that must be possessed when a person or student is said to have mastered the ability to speak English. The five components are pronunciation, grammar, vocabulary, fluency, and comprehension. (Harris, 1974)

1. Pronunciation

Pronunciation is an important part that someone must master in mastering the ability to speak English. In contrast to writing where a person can see the letters of the writing and can find the meaning of the letters he reads. In the ability to speak, one must hear from the other person to understand and interpret what is conveyed. Therefore, pronunciation in speaking skills is very important to master.

2. Grammar

Grammar is a set of rules to form a sentence pattern that is correct and appropriate and understandable. Talking using incorrect and inappropriate grammar will certainly make our interlocutors fail and misunderstand what we are saying. Therefore, mastery of grammar will also be a benchmark for someone's ability to speak a foreign language.

3. Vocabulary

Someone who wants to be proficient in mastering the ability to speak foreign languages, especially English, of course, must also have a variety of vocabulary that is sufficient to communicate. Having a lot of vocabulary will certainly be able to help someone express what the purpose of someone in communicating is. Imagine if someone's vocabulary is small, of course, he will find it difficult to determine the words to be conveyed when communicating.

4. Fluency

Fluency is a part of the components that must be mastered in speaking English. someone who is proficient or fluent in speaking English will find it easy to communicate. Fluency can only be obtained through a combination of rich vocabulary, good grammar mastery, proper pronunciation, and self-confidence. Someone who is fluent or fluent in English will be able to practice speaking communicatively and accurately.

5. Comprehension

Comprehension is the ability to receive and interpret a series of activities that occur during communication. Mastering the ability to speak English with good comprehension is quite difficult because in this skill there is a combination of verbal and non-verbal responses. So, it takes continuous practice of speaking to master a foreign language, especially English in a comprehensive manner.

It is not simple to learn a foreign language, especially English. A number of procedures must be followed in order for someone to grasp a foreign language. The series of processes are either carried out in formal or non-formal education spaces. In the formal education space, English is taught in schools which have a process flow that begins with planning and ending with assessment. In this process, of course, English will also be taught using certain methods that are reliable with learning the language itself. Aside from specific approaches, the teacher as a mentor and facilitator will employ a range of media to make the classroom learning experience more exciting. According to Zaki and Yusri, the media is an essential component of the teaching and learning process for achieving educational goals in general and learning goals in schools in particular. (Zaki & Yusri, 2020)

According to Yaumi, the types of learning media can be grouped into several sections, such as (1) print media, (2) display media, (3) audio, (4), visual, (5) multimedia, (6) computers and networks. (Yaumi, 2017)

1. **Print media**
Print media is a medium that is simple and easy to obtain anywhere and anytime. It can also be purchased at a relatively easier cost and can be reached at the nearest shops. Books, brochures, leaflets, modules, student worksheets, and handouts include sections of print media.
2. **Display media**
Like print media, there are various types of display media, such as real objects (reality) and artificial objects (replicas and models). This media is used by mounting or displaying it in a specific location, such as in front of the classroom, on the classroom wall, next to the chalkboard, or in other areas where information or learning messages can be sent.
3. **Audio**
This media is used by putting or displaying it in a specific location, such as in front of the classroom, on the classroom wall, next to the chalkboard, or in other locations that allow for the transmission of information or learning messages.
4. **Visual**
Visual media may be broadly classified into two types: non-projected visual media and projected visual media. Pictures, tables, graphs, posters, and cardboard are examples of non-projected visual media. These visual medium may transfer abstract thoughts into a realistic manner, verbal symbols into tangible shapes, and are easily accessible despite being somewhat more expensive. Cameras, OHPs, slides, digital pictures (CD-Rooms, CD photographs, DVD-Rooms, and computer diskettes), and digitally projected images developed for use with graphics software such as liquid crystal display projection panels (LCD) are examples of projected visual media.
5. **Multimedia**
Multimedia is the combination of the use of text, images, animation, photos, video and sound to present information. Multimedia is the latest digital product. This media is able to provide a rich learning experience with a variety of creativity.
6. **Computers and networks**
Developing computers no longer function only as a means of computing, but have become a means of communicating. The use of computers has formed a worldwide network. As computer users, we cannot communicate with computer networks around the world. We can seek and obtain various information and knowledge needed. Various internet sites that can be used to find books, papers, articles, journals, and various research results. The latest can be accessed everywhere. Likewise, online videos such as YouTube, online audio such as streaming audio can be obtained free of charge.

A part from the six media as explained by Yaumi above, there is one more media which is a combination of audio and visual which is known as video. Yudianto said that video is an electronic media capable of combining audio and visual technologies together to produce dynamic and interesting shows. (Yudianto, 2017)

METHODOLOGY

This research uses a descriptive method with a qualitative approach. This method was used because this study only used one variable, namely students' speaking ability in using English, and then analyzed the extent to which these students had mastered English in the aspect of speaking skills. According to Bogdan and Biklen, qualitative research is a direct source of data, and researchers are the primary instrument in a study. (Bogdan & Biklen, 1992) Descriptive research was chosen because it gives data on facts in the area in a methodical, factual, and correct manner. This study was carried out at the students' English

Language Education Program, STAIN Mandailing Natal. The research is carried out during the odd semester of the 2022–2023 academic year.

The data from this study were 10 students in the fifth semester of the English Department using English when making learning videos for the Instructional Media for English Language Teaching course.

In this study the data were obtained from the results of the percentage of students in providing learning materials using English made in a video. The instrument of this research is observing based on the rubric for speaking. In the course assignment, the researcher asked students to explain English learning material. After the video was made, the students then analyzed the students' speaking skills (speaking skills) as measured in terms of their pronunciation, grammar, vocabulary, fluency, and comprehension. The scoring rubric of speaking rating consists of excellent (4), above average (3), satisfactor (2), below average (1).(Brown, 2004).

RESULT/FINDINGS AND DISCUSSION

The data in this study include utterances of students speaking English that are detailed in learning media films that have many sorts of information in them. The researcher analyzed their content in the form of a speaking rubric; they are originality, structure, use of language (grammar and syntax), vocabulary, pronunciation, and overall presentation delivery (Brown, 2004)

Table 1. Students' Speaking Ability in Originality

Rating	Converted Score	Interval	Number of Students	Percent age
Excellent	4	96-100	10	100%
Above Average	3	81-85	0	0 %
Satisfactor	2	66-70	0	0
Below Average	1	0-55	0	0 %

Table 1 illustrates that all students (100%) retain audience engagement in clever and new ways while meeting presentation goals by keeping the video content original.

Table 2. Structured Speaking Ability of Students

Rating	Converted Score	Interval	Number of Students	Percentage
Excellent	4	96-100	2	20%
Above Average	3	81-85	8	80%
Satisfactory	2	66-70	0	10%
Below Average	1	0-55	0	0%

According to Table 2, students' speaking skills in the Structure aspect ranged from two to four. As many as two students (20%) score "Excellent," indicating that the introduction and actual presentation are well-organized and easy to grasp. The "Above Average" level then

dominates the most (80%), when students maintain the audience's attention throughout the movie and meet the presenting objectives.

Table 3. Students' Language Usage Speaking Skills (Grammar and Syntax)

Rating	Converted Score	Interval	Number of Students	Percentage
Excellent	4	96-100	2	20%
Above Average	3	81-85	7	70%
Satisfactory	2	66-70	1	10%
Below Average	1	0-55	0	0%

Table 3 illustrates that students' speaking skills change from score two to four in the element of language usage (Grammar and Syntax). Two students (20%) receive a score of 4 for using the best sentence structure / syntax that supports the topic. Slang is hardly never used. Then, seven students (70%) receive a 3 for using accurate and acceptable sentence structure/syntax to support the issue. There is no slang. Finally, just one student (10%) received a score of 2 for using the right sentence structure/syntax, the majority of which fit the topic. Some slang phrases, however, continue to be used.

Table 4. Vocabulary Speaking Ability of Students

Rating	Converted Score	Interval	Number of Students	Percentage
Excellent	4	96-100	8	80%
Above Average	3	81-85	2	20%
Satisfactory	2	66-70	0	10%
Below Average	1	0-55	0	0%

Table 4 displays the pupils' speaking skills in terms of Vocabulary. It is clear that eight students (80%) are at the "Excellent" level, where students employ the best vocabulary for the audience and describe words that may be unfamiliar to the majority of the audience. Furthermore, two students (20%) are at the Above Average level, using acceptable terminology for the audience. However, include 1-2 terms that may be unfamiliar to most readers but do not define them.

Table 5. The Students' Speaking Skill in Pronunciation

Rating	Converted Score	Interval	Number of Students	Percentage
Excellent	4	96-100	2	20%
Above Average	3	81-85	3	30%
Satisfactory	2	66-70	5	50%
Below Average	1	0-55	0	0%

Table 5 displays students' speaking abilities in the Pronunciation category. Five students (60%) are at the "Satisfactory" level, which means they speak effectively and most of the time (100-95%) and misspell 2-5 words in the presentation. Then, three students (30%) are at the "Above Average" level, which means they speak effectively and consistently (100-95% of the time), but mispronounce one word. Finally, up to two pupils (20%) are at the "Excellent" level, which means they talk clearly all of the time (100-95% of the time) and don't miss a word.

Table 6. The Students' Delivery Speaking Ability

Rating	Converted Score	Interval	Number of Students	Percentage
Excellent	4	96-100	2	20%
Above Average	3	81-85	2	20%
Satisfactory	2	66-70	5	50%
Below Average	1	0-55	1	10%

Finally, table 6 depicts students' speaking abilities in terms of delivery. It is clear that five students (50%) dominated the "Satisfactory" level, for which they were somewhat prepared; presentation is delivered but with strong reliance on notes and hesitation, some eye contact and volume also matter, good tone and tempo, but appropriate gestures support the presentation. Then, up to two students (20%) are at the "Above Average" level, where they are well prepared and transmit concepts through concentrated eye contact, volume, tone, and cadence, and gestures complement the whole presentation. Then, up to two pupils are at the "Excellent" level, which means they are well prepared and can communicate concepts clearly and concisely without depending too heavily on notes. This is lined with Liao's study(2009) , speaking ability has important role in communicating so the author must improve students' speaking ability by using Interrelated Skills. (Liao, 2009)

CONCLUSION

According to the research findings and debate, the dominance of each feature in their learning video material is summarized as follows:

1. As many as 10 pupils score "Excellent" in the "Originality" category. At the "Above Average" level, up to eight pupils are in the "Structure" component. At the "Above Average" level, as many as seven pupils are in the "Language Usages" component. As many as eight pupils retain a "Excellent" level in the "Vocabulary" element. At the "Satisfactory" level, up to five pupils are in the "Pronunciation" component. At the "Satisfactory" level, up to five students are in the "Delivery" component.
2. Overall, students' speaking ability to speak English are between the "Above Average" and "Excellent".

Following the completion of the investigation and data processing, the researchers make the following recommendations:

1. Teachers should select appealing and diverse alternative learning material so that students may be more engaged and creative in the learning process.
2. To increase students' language abilities, teachers should always employ a range of media in each learning process.

3. Students are required to practice their speaking skills both within and outside of the classroom in order to improve their speaking abilities, especially with the assistance of a range of learning material.

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