# USING NEWS VIDEOS TO IMPROVE THE SPEAKING SKILL OF EFL STUDENTS IN PALEMBANG

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**Abstract:** The objective of this research is to improve the students' speaking skill by using news videos on the 27 eighth-grade students of SMPN 9 Palembang. The design was pretest-posttest non-equivalent control group design. To find out the significant difference on the students' speaking skill, the t-test was used. The result showed that the mean score of posttest of experimental group was 9.81 and control group was 7.64. It was found that the difference between two scores was significant on the level of significance of .001. The result of the questionnaire also showed the students' positive attitudes toward news video in learning and improving their speaking. This means that the use of news videos had positive effects on students' speaking skill.

**Keywords**: *Authentic Materials, News Videos, Speaking Skill*

In language, for example English, there are four language skills. Speaking is one of the four language skills. As published in Tunas Bangsa Edutainment (2011), English is in the third position of the most difficult subject in national examination. Around 152 students or about 3, 27% students failed in national examination because they could not comprehend English both in written and oral. They were afraid of speaking English, because they were afraid of making errors.

Many people in Indonesia are unable to speak English fluently and accurately because they have not been prepared for spontaneous communication. This is one of the reasons why many people in Indonesia are shocked and disappointed when they used the foreign language for the first time in real interaction. According to Kayi (2006), speaking is a crucial part of second language learning and teaching. The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

The learner makes an effort to gain competence in four language skills: listening, speaking, reading, and writing. If the learners or students want to succeed in mastering the language, they have to be able to gain the competence in these four language skills because it is necessary to consider the aspects in learning and mastering English. According to the English curriculum for SLTP, there are four language skills that should be taught to the students of SLTP, i.e. (1) listening, (2) speaking, (3) reading, and (4) writing. From those skills, it is clear that speaking is one of the crucial skills which should be mastered by the students in learning English.

Based on KTSP 2006, the purposes of teaching English in SMP are to develop language and communicative competence orally and written form in facing technology and science development that is to compete with other people in the world in globalization era. The minimal score that the students have to reach for the four language skills such as listening, speaking, reading, and writing in the KTSP 2006 for the seventh, eighth and ninth grade students is 65. For example, the minimal score for each of the four skills that the students have to reach at SMP Negeri 9 Palembang is 75. In the classroom, speaking is the most often used skill. It is one of the important language skills that the students must have. Students are often found themselves in trouble when they want to start to speak in English. They feel afraid of making mistakes and usually do not have enough bravery and motivation to learn and speak in English. Some EFL students, including advanced students, are too shy or have such high levels of anxiety over speaking that they will not speak in class (Gebhard, 1996, p. 187).

There are many ways to help students in learning speaking. One of the ways is through authentic materials, such as news video. According to Ishihara and C. Chi (2004), as many teachers can attest, learners seem to become more motivated about language learning when video is

involved, especially authentic video. Authentic material is significant since it increases students' motivation for learning, makes the learner exposed to the real language as discussed by Kilickaya (2004). According to Canning and Canning (2000), video is at best defined as the selection and sequence of messages in an audio-visual context. At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message. The writer chose this method because in her opinion, an authentic material, in this case news video, would give an alternative way in teaching speaking. Furthermore, it was also informed by one of the English teachers of SMP Negeri 9 Palembang, that speaking was the rarely taught skill to the students. When the teachers taught speaking, the common things that they did were only asking the students to retell a short story, did the role play in pairs, and performed a short dialogue that consist of 4 - 6 sentences only. The materials given by the teachers were not interesting and made the students felt bored. By using those methods, the teacher said that the students still had many difficulties to express their feelings and ideas. Brown argued that the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker (as cited in Celce-Murcia, 2001, p. 103). Only few students had a little chance to speak. The rest were too afraid and preferred to be silent. The students still did not understand how to speak English well and felt uneasy to try it. To make them interested and wanted to share their feelings in speaking English, the writer used news videos as the media in the process of teaching and learning English.

On the basis of the background mentioned above, the writer is interested in doing a research which treats "Using News Videos to Improve the Speaking Skill of EFL Students in Palembang". The writer wanted to find out whether or not there is a significant difference in speaking skill between the students who are taught by using news video and those who are taught by using a conventional method. The questionnaire was also given to the students to know their perceptions about English and news video. The writer would like to conduct the experimental research in the 8th grade students of SMP N 9 Palembang. Particularly, the research aims to answer the question "Is there any significant difference in speaking skill between the students who are taught by using news videos and those who are not taught by using news videos?"

The objective of the study is to investigate whether there is any significant difference in the eighth grade students' speaking improvement at SMPN 9 Palembang of those who are taught by using news videos and those who are not taught by using news videos. This research is expected to give some benefits for the students, the teachers of English, the institution/the school, and the writer. For the students, it would be easier for them to give and share their own opinion after watching the news video. Besides that, the students would also have more chances and bravery to speak English in group, increase the students' interest in speaking English, and improve their English speaking ability. For the teachers of English, they were able to improve the students' confidence, the students' interest in learning and in building a classroom climate that will motivate the students to be better. While, for the school, hopefully the method of teaching speaking through news video could be applied and useful for the process of teaching and learning speaking at SMP Negeri 9 Palembang. The last, for the writer, this study would be useful for the writer herself as a prospective teacher of English and would give her some experience in conducting an educational research.

The writer tries to prove the following hypothesis:

(H1) There is a significant difference in speaking skill between the students who are taught by using news video and those who are not.

**Frames of Theories**

The use of authentic materials, for instance, news videos in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means are materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where Standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, and etcetera.

The definitions of authentic materials are slightly different in literature. Authentic material is exposure to real language and its use in its own community (Kilickaya, 2004, p. 1). When authentic materials are used, learners are being exposed to real language and they feel that they are learning the real language. These are what make many teachers excited and willing to use authentic materials in the classrooms. Every strategy has its own advantages. Kilickaya (2004), states in his article that authentic materials have their own advantages. They have positive effect on learner motivation; provide authentic cultural information and exposure to real language. They relate more closely to learners' needs and support a more creative approach to teaching.

As many teachers can attest, learners seem to become more motivated about language learning when video is involved, especially authentic video (Ishihara & Chi, 2004). Authentic materials reflect the authentic use of the target language, because they are not designed for instructional purposes, However, because of the authenticity of the language, teachers tend to limit their use of videos to intermediate-to-advanced level classrooms.

Video is one of the authentic materials. It may be a popular tool to use with students. The teachers of English as a foreign language or English as a second language must not loose the sight of the educational purpose when they use the video in the language classrooms. Video is at best defined as the selection and sequence of messages in an audio-visual context (Canning & Canning, 2000). At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction.

Individuals process information in different ways. The strategies used by one learner are likely to differ from those used by a different learner. With the increase in educational technology, video is no longer imprisoned in the traditional classroom. Video used in a classroom should be interpretive and to the point. The news videos that were used were published in 2011 and 2012. They were taken from VOA (Voice of America) special English for learners' website (http://voaspecialenglish.com). The duration was from 3 until 5 minutes. The topics of the news videos were selected and must be appropriate for the students.

**Method and Procedures**
In this study, the writer used an experimental method to present the data. The writer got the data from the research that the writer did. The design which was used in this experiment was the quasi-experimental design, which was the pre-test and post test non-equivalent control group design. The writer chose two classes to be as similar as possible. Before the treatment, the writer gave the pre-test to the sample students. After the treatment, the writer also gave the post-test, which was the same as the pre-test. The treatment for the experimental group was done in 16 meetings. The English subject was taught for three times a week. In every meeting, the students got a new news video given by the writer. The topics of the news videos were different for every meeting. The students had to discuss and present the summary of the news videos. Each of the students and the groups got the same chance to speak. The writer recorded their voices in the writer's hand phone, and then discussed the summary together with the students. The questionnaire was also administered to the students to check their perceptions towards English and the use of news video itself.

The population of this study was the eighth grade students of SMPN 9 Palembang in the academic year 2011/2012 with the total number was 217. In this research, the writer chose the sample by using purposive sampling method. Purposive sampling method is a method of sampling in which the researcher uses personal judgment to select the sample for the specific purpose (Wallen & Fraenkel, 1990). The writer chose XIII.1 and VIII.2 because both classes were closely similar in terms of the number of the students and they were taught by the same teacher. The total number of the sample was 55 students.

Firstly, the writer motivated the students by giving some questions related to the topic of the lesson, divided the students into some small groups, introduced the news videos to the students, showed the news videos for several times, asked the students to comprehend the scenario and the content of the news videos, discussed the ideas that they got and shared orally with other groups about the summary, recorded the voices of the representative students in hand phone, or recorder,

discussed the summary together, the speaking styles, give comments, and scores. To assess the students' speaking skill, there are some criteria that need to be considered. According to Mueller (2003), a rubric or scoring scale is typically created which contains the essential criteria for the task and appropriate levels of performance for each criterion.

In scoring the students' speaking skill, the writer used the range of the students' scores described by English Department Handbook (2007) and modified them into:

**Table 1. Score Interval for Speaking**

| No | Score Interval | Category |
|----|----------------|----------|
| 1 | 9-10 | Excellent |
| 2 | 7-8 | Good |
| 3 | 5-6 | Average |
| 4 | 3-4 | Poor |
| 5 | 1-2 | Failed |

In giving the scores for the students' pretest and posttest in the experimental group and control group, the writer was helped by the raters. There were two raters in this study. Both of them are the lecturers of English Education Study Program in Sriwijaya University. Both of them hold Master Degree in Education. They teach speaking subject at Sriwijaya University. The number of students in the Experimental group was 27 students, and the number of the students in the control group was 28 students. Since the writer got the speaking scores from the two raters, the scores were calculated and divided into two.

The writer used t-test for analyzing the data. The t-test was used to determine how the difference between two means is significant. Two-tailed t-test was done if the writer already hopes that the result of the experimental group is higher than the control group (Arikunto, 2002, p. 278). Based on Arikunto (2002), questionnaire is written set of questions that is given to the respondents to get information about a particular subject. There were 10 items with two options (Yes or No) in the questionnaire. It consisted of perceptions towards English, speaking activity and news video. Besides, the writer decided to use the Indonesian language for the questionnaire in order to make the students easily understand the meaning of each items and not reluctant to answer them. Question number 1 referred to the interest of learning English; 2 referred to the perception of English subject; 3 referred to the interest of speaking activity; 4 referred to the perception of speaking subject; 5 referred to the problem in speaking; 6 referred to video; 7 referred to the interest of news video; 8 referred to the perception of solving boredom through news video; 9 referred to the perception of solving difficulty in speaking through news video; and 10 referred to the effectiveness of news video in speaking English.

**Findings and Discussion**

The findings of the study were the result of the test, the result of pretest and posttest in the experimental group, the result of the pretest and posttest in the control group, and the result of questionnaire.

In the result of the test, the writer described and analyzed the results of pretest and posttest of the experimental and control group. The results of the tests were presented in the form of scores. The writer classified the students' scores in the score intervals and certain categories which were presented in the forms of frequency. The score intervals had the range of 1-10.

In the pre-test of experimental group, the highest score was 10; the lowest was 9; the mean was 9.41. The highest score in the post-test was 10; the lowest was 9; and the mean was 9.81. Meanwhile, in the pre-test and post-test, there was no student (0%) who was in the average, poor and failed category. In the pre-test, 16 students (59%) were in the good category and 11 students (40%) were in the excellent category. In the post-test, only 5 students (18%) were still in the good category and 22 students (81%) were in the excellent category.

On the other hand, in the pre-test of control group, the lowest score was 7; the highest score was 9; the mean was 8.21. The highest score in the post-test was 9; while the lowest score was 5; the mean was 7.64.

In the pre-test, there was no student (0%) who was in the average, poor and failed category; 11 students (39%) were in good category; and 17 students (60%) were in the excellent category. In the post-test, there was no student (0%) who was in the poor and failed category; 5 students (17%) were in the average category; 18 students (64%) were in the good category, and 5 students (17%) were in the excellent category.

For the statistical analysis in this study, the results of the pretest and posttest of both experimental group and control group were analyzed by using t-test. The analyses were done by SPSS (Statistical Product and Service Solution). There were three statistical analyses in this study: (1) the statistical analysis on the result of the pretest and posttest in the experimental group, (2) the statistical analysis on the result of the pretest and posttest of the control group, and (3) the different analysis on the experimental and control group.

**The Statistical Analysis on the Result of the Pretest and Posttest in the Experimental Group**

To find out whether or not there was a significant difference in students' speaking skill before and after the treatment in the experimental group, the writer compared the results of the pre-test with those of the post-test in the experimental group by using paired sample t-test. Based on the calculation in Paired Sample Statistics, the mean in the pre-test was 9.41, the standard deviation was 0.501, and the standard error mean was 0.096. The mean of the post-test was 9.81, the standard deviation was 0.396, and the standard error mean was 0.076.

The result of paired sample difference in mean between pre-test and post-test in the experimental group -407, with the standard deviation 0.501, the standard error mean 0.096, and t-obtain was -4.228 at the significance level 0f $p<0.05$ in two tailed testing with df = 26 the critical value of t-table = 2.056. Since the value of t-obtained -4.228 was lower than the critical value of t-table 2.056, the null hypothesis (H0) was rejected and research hypothesis (H1) was accepted. The calculation shows that there was a significant difference before and after the treatment in the experimental group. It proved that news video was able to improve the students' speaking skill.

**The Statistical Analysis on the Result of the Pretest and Posttest in the Control Group**

To find out whether or not there was a significant difference in students' speaking skill before and after the treatment in the control group, the writer compared the results of the pre-test with those of the post-test in the control group by using paired sample t-test. Based on the calculation in Paired Sample Statistics, the mean in the pre-test was 8.21, the standard deviation was 0.995, and the standard error mean was 0.188. The mean of the post-test was 7.64, the standard deviation was 1.311, and the standard error mean was 0.248.

The result of the paired sample t-test; paired difference in mean between pre-test and post-test in control group 0.571, with standard deviation 2.008, standard error mean 0.379, t-obtained was 1.506 and p-output 0.144. Since the value of t-obtained 1.506 was lower than the critical value of t-table 2.056, the null hypothesis (H0) was accepted and the research hypothesis (H1) was rejected. It means there was no significant difference in students' speaking skill in pre-test and post-test in the control group.

**The Different Analysis on the Experimental and the Control Group**

To find out whether or not there was a significant difference in students' speaking skill between the experimental and control group, the writer compared the result of the post-test in the experimental group with those in the control group by using independent sample t-test. The results of the independent sample t-test show that the mean difference was 2.172, standard error difference was 0.263, and the t-obtained was 8.249. At the significant level of $p<0.05$ in two tailed testing with df -53, the critical value of t-table was 2.006. It showed that t-obtained was higher than the critical value of t-table. It was 8.249 > 2.006. The null hypothesis (H0) was rejected and the research hypothesis (H1) was accepted. It means that there was a significant difference in speaking skill between the students who were taught through news video and those who were not.

**The Results of the Questionnaire**

From the result of the questionnaire, the writer found out that most of the students had a positive attitude towards English, speaking activity, and news video. When the questionnaire was

administered to the students, some of them were absent in the school because they had just finished their National Examination. So, out of 55 students, there were 43 students who filled out the questionnaire. From those 43 students who returned back the questionnaire, the writer found that 41 students were interested in studying English (95.34%), 34 students had a positive attitude toward the English subject in their school (79.06%), 38 students were interested in speaking activity (88.37%), 23 students had a positive attitude towards speaking activity (53.48), 22 students had no more difficulty in speaking English (51.16%), 38 students had a positive attitude toward video (88.37%), 40 students were interested in learning speaking toward news video (93.02), 35 students were able to solve their boredom in learning speaking toward the implementation of news video (81.39), 38 students were able to solve their difficulty in speaking English towards the use of news video (88.37), and 37 students admitted the effectiveness of news video in facilitating them to speak in English (86.04).

Based on the findings above, some interpretations were made. At the beginning of the experiment, the students were anxious in doing the speaking activities in the class. When the news video was introduced, they seemed to be involved enthusiastically in learning speaking. The students who were reluctant to speak at the beginning of the experiment, at the end they felt enjoy and easy to speak. The result of this study is in accordance with the idea proposed by Ishihara and Chi (2004) who states "learners seem to become more motivated about language learning when video is involved, especially authentic video." The use of news videos as the media in teaching and learning process can help the students learn better. This media is good for English teachers to teach English and they can vary the way of their teaching and learning activity.

The students who were taught by using news video had better score than those who are not. The students who were taught by using news video were more active in giving the ideas in speaking. They also had more bravery to speak. It could be interpreted that news video was a good media to improve the students' speaking achievement. By using news video, the students could share their ideas better than just writing their ideas. They seemed to be more active in speaking. The students in the experimental group made much progress in learning English. They were interested in sharing their ideas, opinions, and answering the questions.

Based on the results of the study, the writer would like to say that using news video could make the students interested in learning speaking English. During the experiment, the writer observed that the students were involved actively in the classroom. This situation happened because the writer taught speaking in a different way from their teacher who taught them. By applying this media, the writer not only built up the students' eagerness in speaking English, but also gave them a lot of fun in the teaching and learning activities. Finally, news video can be used as one of the media in improving the students' speaking skill.

## Conclusion

Based on the result of the study, the writer concludes that news video was an effective medium to improve the students' speaking skill. The speaking skill of the students who were taught by using news video was better than those who were not. It could be proven by analyzing the students' pre-test and post-test scores of the experimental group using paired sample t-test and analyzing the students' post-test scores of the experimental group and control group using independent sample t-test. The t-obtained, both in paired sample t-test and independent sample t-test, was higher than t-table. From the calculation, it could be inferred that there was a significant difference of speaking skill between the sample students who were taught by using news video and those who were not. In other words, news video is effective to improve the students' speaking skill. The result of the questionnaire also showed the students' positive attitudes toward learning speaking by using news videos. The English teachers should find out and use the most appropriate teaching media/method/material to create a good learning atmosphere and to help the students learn enjoyably and to avoid the monotony in the classroom.

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