IMPROVING STUDENTS' SPEAKING SKILL WITH ORAL DESCRIPTIVE TEXT BY USING CORONA VIRUS VIDEO

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ABSTRACT

The aim of this study was to determine whether or not teaching speaking skills utilizing videos of the Corona virus can improve students' speaking skills. The participants in this study were SMAN 1 Delima Grong-grong pupils in the tenth grade. In this study, X IPA 1 class served as the control group and X IPA 2 served as the experimental group. The researcher taught in an experimental group for eight meetings in order to collect the data. A set of oral test with pre-test and post-tests was employed as the tool to obtain the data for this study. It was intended to determine whether the students' mastery of speaking had improved before and after applying the Corona virus video. The mean post-test score for the experimental group was 39,33, whereas the mean post-test score for the control group was 24,3. Additionally, the experimental group's t-test result was 6,45, while the control group's was 5,6. As a result, the alternative hypothesis was accepted and the null hypothesis was rejected. This indicates that the students' speaking abilities were greatly improved by the use of corona virus videos in the classroom.

INTRODUCTION

English, a global language, is one of the most common languages spoken worldwide. Languageis a set of arbitrary verbal symbols that all members of a culture, or others who have learnt the system of that culture, can use to engage and communicate (Pradana, 2016). It is a mandatory lesson to be given in secondary school all over Indonesia, the government only provided certain rules to be followed by all universities to meet the national qualification framework (Silalahi, 2019).

One of the most crucial tools for transmitting information between people in mortal existence is language. Everyone has the ability to communicate with others through language in order to provide any knowledge they wish, share their opinions, and express their hobbies. Without language, it is impossible for individuals to communicate and have meaningful conversations. In the Indonesian culture, speaking has been considered significant. Speaking is a form of interpersonal communication.

Speaking skill considered difficult among the language skill because it is affected by many such as grammar, vocabulary, comprehension, pronunciation and fluency. The schools of Indonesian have been learned English from elementary school until university. In learning English, there are four skills that are speaking, writing, reading and listening. The writer took speaking skill to do in the research Because it is one of simple tools to communicate, share their opinion, idea, feelings, problems and others. Learning English it's not only for Indonesian people but almost all people in this world. They are obligated to learn English because it is international language. It means that speaking is the essential skill to master by the student because by mastering speaking skills students can interact or communicate with friends in their classroom or outside.

Speaking is one of difficult aspect to be mastered by students because they do not have enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English (Azlina et al.2015). The obstacle in teaching speaking appears when some students lazy to learn English, they think that English is unimportant. They think that English difficult to learn because what they write is different when they read. So, they usually confused to learn about it. It found that the student of SMAN 1 Delima Grong-Grong was confused of learning English, they can't respond their teacher when the teacher spoke English in front of the class. Sometimes teacher asked them to stand in front of the class to practice the dialogue but they felt afraid and shy to speak up.

The teacher can assist the students in developing their speaking skills by using various media, including: visuals, games, audio, video, and others. A media to grab students' attention is video. The movie has a probability of meeting the crucial objectives of piqueing students' interest, offering practical listening practice, encouraging language use, and showcasing students' awareness of specific linguistic issues or other communication-related topics. In speaking activities with pupils, using video encourages and motivates them to talk. It is anticipated that using videos to teach English will improve students' speaking abilities.

In general the function of video is making learning clearer and more interesting, the learning process more interactive, times energy efficient, improving the quality of learning outcomes and learning can be done anywhere and anytime. By creating interesting learning video it will certainly make the learning process very effective. Bajrami and Ismail (2016) said that the function of video is can be used as input of authentic material and as a motivationaltool. Students find the experience of using the video material to be interesting relevant useful and somewhat motivating in the classroom. Moreover Heriyanto (2018) assume that the finding in his article clearly show that Youtube offered statistically significant effects on the students vocabulary and pronunciation acquisition.

There are many types of texts that must be mastered by students; one of it is descriptive text. According to Anderson (2010) descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch.

Oral description is crucial since it helps boost students' vocabulary proficiency and confidence when speaking English in class. The topic of the oral description is also brought to their attention. Using video to present in front of the class is a method to get students' attention. Through describing things, children can pick up a variety of vocabulary. Additionally, it fosters pupils' desire in learning English. Students had the chance to communicate simply during this activity. Additionally, the pupils are free to express their thoughts in their own terms.

A video is a selection and sequence of messages in an audio-visual environment that can depict situations, activities, emotions, eye contacts, facial expressions, and gestures. Videos typically last one to five minutes and can be a valuable visual aid for language practice and learning.
Additionally, using audio-visual media gives students the chance to broaden their knowledge andskills both within and outside of the classroom. These audio-visual elements, such as movies and videos, foster perception, comprehension, training transfer, reinforcement, or result knowledge, as well as retention. According to Riswandi (2016), using YouTube videos can encourage students to learn more about English while also assisting them in honing their speaking abilities. Moreover, video can be used by teachers to sharpen their speaking abilities by having them reflect what they see and hear on the video, according to Winanti (2017). According to Pisarenko (2017) said that the function of video is to find out the significant increases observed in knowledge obtained from foreign languages and audiovisual technology (AT) were considered effective in teaching foreign languages. Moreover, Video also use as a tool to enhance teaching speaking especially for those who teach English as foreign language which is lack authenticity environment in language learning. Based on the above explanation, the objective of this research was to find out whether teaching speaking with oral descriptive text using corona virus video significantly improving students' speaking skill or not.

METHOD
This study falls under the quantitative research category and it is belong to experimental. This study focused only on the effectiveness of using videos to develop speaking skills. The goal of this study is to determine whether there are any significant differences in speaking ability between students who are taught oral description using corona virus videos and those who are taught oral description using a different method. Two classes were used in this study: one served as the experimental group and the other as the control group. Oral tests with questions for students to answer were the instrument utilized by the researcher to get the data.

The population of this study consisted of 30 students in the tenth grade at SMA1 Delima Grong-Grong. According to Arikunto (2009), a sample is a portion that can reflect the entire population that has been observed. When a researcher wishes to generalize a sample of research findings, this is referred to as sample research. This study's samples were X IPA 2 and X IPA 1, which is related. The experimental group for the study was X IPA 2, and the control group was X IPA 1. A series of oral tests were employed by the researcher as instruments. The test consists of 10 questions, 10 of which are utilized for the pre-test and 10 for the post-test. Both classes received the test. If the learner can correctly respond to the question, each question receives a score of 10. The components of speaking such fluency, vocabulary, pronunciation, and vocabulary are used to determine the final score.

To analyse the data, researcher used the steps of experimental data analysis of pre-test and post-test that designed by Arikunto (2009) as follows:

Find out average of pre-test score ($\square_1$)

Find out average of post-test score ($\square_2$)

Account different average with t-test formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)}}}$$

t = value t for correlation sample

$\bar{\boxminus}$ different between pre-test and post-test for each individual D = average from different value

D^2 = quadrate from DN =

Total of subject

RESULTANDDISCUSSION

The researcher collected a large amount of raw data after administering the treatment throughout a number of meetings, pre-test at the beginning, and post-test at the last meeting. The following information is a breakdown of the results from the pre- and post-tests for both classes:

Table 3.1 The Experimental group's pre- and post-test results

No	Students initial	Pre test	Post test
1	Am	8	20
2	Dn	10	45
3	Dpa	17	30
4	Hd	17	55
5	Md	23	75
6	Ml	20	25
7	Mj	15	35
8	Mi	15	20
9	Mm	13	25
10	Enp	4	50
11	Ta	10	45
12	Sn	7	45
13	Ha	27	40
14	Zn	3	30
15	Ry	13	50
	Total	202 O_1=13,46	590 O_2=39,33

$$O_1 = \frac{202}{15} = 13,46 \qquad\qquad O_2 = \frac{590}{15} = 39,33$$

Table 3.2 The whole score of pre-test and post test of Experiment group

No	Students initial	Pre test	Post test	D	D^2
1	Am	8	20	12	144
2	Dn	10	45	35	1225
3	Dpa	17	30	13	169
4	Hd	17	55	38	1444
5	Md	23	75	52	2704
6	Ml	20	25	5	25
7	Mj	15	35	20	400
8	Mi	15	20	5	25
9	Mm	13	25	12	144
10	Enp	4	50	46	2116
11	Ta	10	45	35	1225
12	Sn	7	45	38	1444
13	Ha	27	40	13	169
14	Zn	3	30	27	729
15	Ry	13	50	37	1369
	Total	202 $O_1=13,46$	590 $O_2=39,33$	388	13332

MEAN : D = (388: 15) = 25.8

Table 3.3 the whole score of pre-test and post-test of control group

No	Students initial	Pre test	Post test
1	An	10	20
2	Sb	10	25
3	Ah	20	25
4	Da	15	40
5	Dm	15	20
6	Ma	10	15
7	Imw	15	30
8	Frj	15	45
9	Ma	5	10
10	Mth	5	10
11	Fas	10	15
12	Ms	10	35
13	Pb	10	20
14	Rz	5	15
15	Sm	15	40
	Total	170	365
		$O_1=11,3$	$O_2=24,3$

$$O_1 = \frac{170}{15} = 11,3 \qquad\qquad O_2 = \frac{365}{15} = 13,46$$

Table 3.4 the whole score of pre-test and post test of control group

No	Students initial	Pre test	Post test	D	D^2
1	An	10	20	10	100
2	Sb	10	25	15	225
3	Ah	20	25	5	25
4	Da	15	40	25	625
5	Dm	15	20	5	25
6	Ma	10	15	5	25
7	Imw	15	30	15	225
8	Frj	15	45	30	900
9	Ma	5	10	5	25
10	Mth	5	10	5	25
11	Fas	10	15	5	25
12	Ms	10	35	25	625
13	Pb	10	20	10	100
14	Rz	5	15	10	100
15	Sm	15	40	25	625
		170	365	195	3675

MEAN D= (195:15)=13
Moreover, the result of t-test of control group as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{13}{\sqrt{\frac{\sum 195^2 \frac{(\sum 195)^2}{15}}{15(15-1)}}}$$

$$t = 5,6$$

Theresult of t-test of Experimentgroupas follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{25,8}{\sqrt{\frac{\sum 388^2 \frac{(\sum 388)^2}{15}}{15(15-1)}}}$$

$$t = 6,45$$

In accordance with the calculated shown in this chapter, it can be seen that in experimental group the mean of pre-test score (O_1) was13,46 the mean of post- test (O_2) was 39,33and the different of mean score with t-test was 6,45. Furthermore in control group the mean of pre- test (O_1) was 11,3 while the mean of post-test (O_2) was 24,3; and the different of mean score with t-test was 5,6. It indicated that there was significance progression score between students' pre-test and post-test in experimental group after teaching speaking by using corona virus video.

The research hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected since, as was already mentioned, t0 is higher than tt. This proves that utilizing a corona virus film to teach descriptive writing is effective. As shown in table 3.2, experimental group students who learned speaking skills with oral descriptive text utilizing corona virus videos performed better than control group students who received alternative approaches. It may be said that using Corona virus videos helped pupils of tenth grade of SMAN 1 Delima Grong- grong in improving speaking skill.

According to the experimental teaching, the experiment group's students showed more interest in the teaching-learning process than the control group's pupils did. As a result, they loved the teaching-learning process and picked up the content quickly, in contrast to the control group's students, who appeared bored and paid less attention to the lessons being taught. The researcher could not, however, refute that using corona virus videos to teach speaking with oral descriptive text had flaws. The flaws stemmed from the preparation for teaching. Along with the materials to be taught, the instructor also needed to prepare the media and instruments that would be used during the teaching activity. Teachers must research and print out the materials online in order toprepare them.

CONCLUSION
Based on the results of the discussion above, it can be concluded that:
One of the benefits of video is that it may be utilized as a tool to improve spoken instruction, particularly for those who teach English as a foreign language where there is a lack of authenticity in the learning environment. Students in the experiment group scored higher than those in the control group, according to the data collected. As a result, the null hypothesis (H0) is rejected and the research hypothesis (Ha) is accepted. This means that the speaking skills of the students were greatly improved when teaching oral descriptive text utilizing corona virus videos.

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