



IMPROVING STUDENTS' SPEAKING SKILLS THROUGH NARRATIVE VIDEOS FOR THE TENTH-GRADE SCIENCE STUDENTS AT SMAN 1 JAYAPURA

Elsa Afnidha Arsy Budiono¹⁾; Budi Rahayu²⁾

Universitas Cenderawasih, Indonesia

¹⁾elsaafnidha08@gmail.com

²⁾buray_u@yahoo.com

Abstract: *The objectives of the study are: (1) To investigate whether the narrative video can improve the students of X-IA 5 in SMAN Jayapura speaking skills; (2) To measure the effectiveness of the narrative video in improving speaking skills (3) To know the situations of teaching and learning process in using narrative video as the teaching media. The research method used is pre-experimental research. The population of this study is the tenth-grade science students of SMAN 1 Jayapura in the academic year 2021/2022, and the sample is X-IA 5 class. The instrument used was test and observation. The result shows that there is a significant change proven by T-Test. The pre-test mean was 23.53846154 and the post-test was 37.94871795. It brings a difference by 61.22%. The situation in the teaching-learning process using narrative video was interesting for almost all students in the classroom. It attracted them to learn to speak with friends and build self-confidence in front of the class. Based on the research above, the researcher concludes that narrative videos can improve students' speaking skills effectively.*

Keywords: *Improve, Speaking, Narrative, Video.*

Abstrak: *Tujuan dari penelitian ini adalah: (1) Untuk menginvestigasi apakah video naratif bisa meningkatkan kemampuan berbicara siswa/i X-IA 5 di SMAN 1 Jayapura; (2) Untuk mengukur seberapa efektif penggunaan video naratif dalam meningkatkan siswa/i X-IA 5 di SMAN 1 Jayapura dalam hal kemampuan berbicara; (3) Untuk mengetahui situasi dari proses mengajar dan belajar menggunakan video naratif sebagai media pembelajaran. Menggunakan Metode penelitian, pre-eksperimen, populasi dalam penelitian ini adalah murid-murid kelas sepuluh sains SMAN 1 Jayapura tahun akademik 2021/2022, dengan sampelnya kelas X-IA 5. Instrumen yang digunakan adalah tes dan observasi. Hasil analisis data menunjukkan adanya perubahan yang signifikan yang dibuktikan dengan uji T-Test. Rata-rata pre-test adalah 23.53846154 dan post-test terakhir adalah 37.94871795. Ini membawa perbedaan sebesar 61.22%. Situasi proses belajar pembelajaran menggunakan video naratif menarik bagi hampir semua siswa di dalam kelas. Ini menarik mereka untuk belajar berbicara dengan teman dan membangun kepercayaan diri didepan kelas. Berdasarkan penelitian di atas, peneliti menyimpulkan bahwa video naratif dapat meningkatkan keterampilan berbicara siswa secara efektif.*

Kata Kunci: *Meningkatkan, Berbicara, Narasi, Video.*

A. INTRODUCTION

English as an international language is not something new to learn. As a worldwide language, English performs an increasingly more crucial function in many aspects of our life nowadays. Mastering English, especially speaking skills is important for people. It can permit them to talk with different people globally. According to Brown (1994), Burns & Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. People don't just speak textual content silently or aloud. They talk and realize the context of the textual content to find out what the other person is actually saying.

As a foreign language, the capability in speaking English for people is required. It is challenging for those who study it because it has an extensive role in communication. People cannot talk without speaking skills. Moreover, people cannot speak if they do not use to say it. Therefore, people should practice more especially in speaking skills. Harmer (2007: 284) stated "Speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language 'at the spot'. That is why people need more practice so they can memorize their speaking skills when they are going to say something in English.

In Papua, students who learned English properly are still low. But, we can find some students who can achieve good skills in learning English. They are Papuan learners of English as a foreign language (EFL Students). Bahadorfar and Omdivar (Bahardofar, 2014) described numerous reasons why English learners should learn to speak. First, speaking is important in language learning and teaching such as ESL or EFL at this time. Second, mastery of speech is a priority for students. Third, there is an instrument for evaluating students' second or foreign languages. It showed that students who lack English could be improved by some treatment depending on their interests.

The point is how we can help the students in improving their skills in English especially speaking. Based on some previous research, speaking skills can be improved through narrative videos. Narrative videos are something new to attract students' intention and build their confidence by speaking based on the story. In this case, we can find that there was some background we can find out why some students have a big interest in English and why some of them are not. Because only if they have the willingness so that they want to learn how to speak especially in EFL or English as their foreign language.

Therefore, this research tries to find out whether narrative videos can improve the speaking skills of students of tenth-grade science at SMAN 1 Jayapura.

B. LITERATURE REVIEW

Speaking skill is one of the most important skills we learn especially in learning English. They allow us to communicate with other people and express our thoughts and feelings. Speaking skills may be separated into formal and informal. We can use both speaking skills in various contexts throughout life.

According to Cameron (2001: 40), “Speaking is the active use of language to explicit meaning so speaking is much more demanding than listening to language on learners’ language resources and skills”. It is because speaking activities require caution and incredible support of various types, not just for understanding but also for self-confidence.

Celce – Murcia (2001: 163) stated that “for most people, the ability to speak the language is synonymous with understanding the language since speech is the most basic means of human communication”. She additionally states that speaking in a second or foreign language has frequently been viewed as the most demanding of the four skills. It is clear that speaking is the most basic means of human communication. Speaking means to converse or express people’s thoughts and feelings in spoken languages. It is also a key to our understanding of each other’s language and includes understanding the information they provide.

Teaching Speaking in Senior High School Based On Curriculum 2013

Teaching speaking for tenth-grade students of senior high school SMAN 1 Jayapura should be based on Curriculum 2013. “Based on the curriculum, English as subject matter for tenth-grade students of senior high school is aimed at building language ability and communication skills in spoken and written form to face the development of science and technology in the globalization era” (Suparman, 2007: 13). The school-based curriculum is developed by the school based on BSNP (*Badan Satuan Nasional Pendidikan*) which contains eight educational standards. Two of them are the standards of content and the standards of graduate competence which become the main reference for each school in developing the curriculum. The standard of content covers teaching material which consists of the standard of competence and the basic competence. Those are developed based on the guidance of the Board of national education standards (BSNP 2006).

There are several things that must be considered while teaching speaking at senior high school such as:

- a. Competency Standard of Speaking
- b. Basic Competency
- c. The Characteristics of Senior High School Students
- d. Types of Classroom Speaking Performance

The Use of Narrative Video as Audio-Visual Learning Media

Students usually learn English based on their habits and speaking depends on their environment. In the classroom, students will be more attracted to learning if we connect speaking with Audio – Visual Media. As they prefer to learn something different than just writing on paper. Teachers must help students to improve their speaking skills by giving them reasons to speak. Teachers also can build students’ confidence and willingness in learning to speak.

“A possible way of stimulating the students to talk might be to offer them with extensive exposure to authentic language through audiovisual stimuli and with opportunities to apply the language”, (Richards & Renandya, 2002: 209). Audio – Visual Media materials are a great help in stimulating and facilitating

learning, especially for students in a foreign language. Audio – Visual Media stimulation provides learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking skills ability.

This part contains many things related to the use of Narrative Video as Audio – Visual Media such as:

- a. Audio – Visual Media
- b. Video
- c. Teaching Speaking with Narrative Video
 - 1) General Comprehension
 - Planning Activities for Three Stages
 - Pre – Viewing Activities
 - Viewing Activities
 - Post Viewing Activities
- d. Narrative Video
- e. The Advantages and Disadvantages of Using Video in Teaching Speaking
 - 1) Psychological Aspect
 - 2) Linguistics Aspect
 - 3) Cognitive Aspect
 - 4) Cultural Aspect
- f. Scoring Rubric Speaking

Previous Study

There are some studies found related to the current study. Amel Ariel and Eric Jamet (2009) in their research find out that animations and videos are often designed to provide information that includes change over time, in such a way as to aid understanding and facilitate learning. However, in lots of studies, static pictures have been found to be just as beneficial and sometimes better. In this study, they investigated the effect of presenting together both a video recording and a series of static pictures. In experiment 1, we compared 3 conditions (1) video shown alone, (2) static pictures displayed alone, and (3) video plus static pictures. On average the best learning scores were found for the 3rd condition. In experiment 2 they investigated how well to present the static pictures, by examining the number of pictures required (low vs. high frequency) and their appearance type (static vs. dynamic). They found that the dynamic presentation of pictures was superior to the static pictures mode, and showing fewer pictures (low frequency) was more beneficial. Overall the findings support the effectiveness of a combination of instructional animation with static pictures. However, the number of static pictures, which are used, is an important moderating factor.

The second study is from Arum Mustikawati (2013) who conducted research on *The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMPN 1 Manisrenggo, Yogyakarta*. The method used in this research is comparing the students who were taught by video and those who were not. The result of this study shows that the students taught speaking with video get more improvement than the students who are not.

A study by Megawati (2018), *Improving the Students' Speaking Skills through Storytelling Technique toward Eleventh Grade Students at SMK Swasta*

Cimanggis. This research was using tests, discussion, and observation too. The teaching technique resulted in a significantly increasing average score.

In this research titled *Digital Storytelling: An Active Learning Tool for Improving Students' Language Skills* written by Shahala Nassim (2018), the author was looking for the effectiveness of digital stories as a tool for enhancing students' involvement in the learning process. The similarity here is the instrument used. The difference in Digital storytelling means the author used video during the treatment using video stories. The difference from this research was the researcher used a narrative video and situation cards. The result of this treatment was the students enjoyed it and they could improve their skills by the end of the project.

Nur Hasni Mokhtar and Zarina Othman's (2022) research *Communicative Skills through Corporate Storytelling Video: Students' Perception*, presented students' perceptions of the effectiveness of enhancing students' communicative skills through a survey questionnaire. The result of this study concludes that students should have the motivation in using English in order to enhance their communication skills. The difference from this research was the researcher used observation lists instead of a survey questionnaire in case to know students' communicative skills in speaking English.

C. METHOD

This part is concerned with the research design, population, sample, variable of the research, research instrument, technique of collecting data, and technique of analyzing data.

The method used in this research was the quantitative data analysis technique. The quantitative data of this research is analyzed by using statistics. The data were analyzed using tests and observation. The instrument for collecting the data was a pre-test – post-test and observation list. The population was students at SMAN 1 Jayapura and the sample was a class of the tenth-grade science students at SMAN 1 Jayapura.

This research was a Pre – Experimental Research. Sugiyono (2014) stated that the Pre – Experimental Design includes one group or class that is given pre and post-test. This one-group pre-test and post-test design were carried out on one group without a control or comparison group. The researcher used One Group Pre-Test – Post-Test Design in the experimental research for this study.

D. RESULT AND DISCUSSION

Finding

In this chapter, the researcher took data using one group class, comparing students' pre-test and post-test. The researcher compared students' improvement in speaking through video. It was conducted on 39 students of the X-IA 5 class. The pre-test was given before giving treatment. On the other hand, the post-test was given after all treatments. During the treatment, students watch a narrative video and answer some questions and also make focus group discussions.

After pre-testing, the researcher conducted treatment through offline learning on improving students' speaking skills through video treatment and gave

a test of each treatment to see the students' scores result. The test was held from Friday, 8th April to Friday, 20th May 2022 in the X-IA classroom. The researcher took data from observation and tests.

Discussion

The research showed that narrative videos can improve students' speaking skills significantly. The research showed a result of a significant increase in students' X-IA 5 speaking skills, as proved by the result of the T-Test Analysis which reach a significant level of 0.000. It can be concluded that treatment using video improves the students speaking skills. As the data showed that the improvement from the pre-test was 23,53846154 to the post-test was 37,94871795.

The narrative video was an effective way of teaching English speaking. The data showed that in treatment 1 it improved by 11% and in the final post-test the improvement was 61.22%. It can give evidence that video is an effective way towards students' speaking skills achievement.

Treatment using video could make students happier and more active. The situation of the teaching-learning process was going well. Data from the observation show that students were paying attention to the teacher's explanation before getting the treatment or watching the video. The video that the researcher chose was unique. The video provided HD animation and the story was attractive. The researcher considered the narrative content in the video carefully. The results of the observation were proven by the observation list in which the lowest score was 2.16, meaning poor (with a scale of 1 to 4). For the pre-test, the highest score was 3.75 which means good.

Unfortunately, there were still problems that the researcher faced during taking data in SMAN 1 Jayapura. The time limit to teach was too short if we want to compare with the number of students in the class. The students didn't have any package book, so their study material depended on the teacher. There were no projector, speaker, or other learning tools. The students were also sometimes too noisy and a little bit hard to control because this was a speaking class and they wanted to speak without listening.

Furthermore, students of X-IA 5 were good at paying attention to the teacher's explanations. Starting from the beginning of the teaching experiment, students always felt excited about what was the next material in our study. It was not hard to make them understand the meaning of the situation cards. They were free to choose one card they liked the most to practice speaking in pairs.

In treatment one, students felt excited to watch a narrative video story together in their classroom. But, students felt confused because this was the first time they did that. They were happy to know all the stories only by watching the video subtitles and without subtitles. The problem happened when they were having group discussions and students should ask and answer questions in pairs based on the narrative video they have watched. So, the result of the post-test one, the students' speaking skills were low.

In treatment two, students did not hear the narrative video clearly because it was a morning heavy rain. So, they only depended on the subtitles and tried to

understand the video story. The learning process was going well they can speak in pairs because they understand the story. Even though the students' speaking skills are still not too good, it was better than the result of the post-test on the previous day.

A week later, in treatment three students felt happy because the researcher brought some gifts for them. The treatment was going well and the students watched together quietly. But, on the post-test, they were too noisy. The weather was not too hot but all of them were sweaty. The result in the post-test was still good because it increased 29%.

We met again after Eid in early May. This was treatment four. The situation was good and students felt happy to meet each other again after a long two weeks holiday. The narrative video story was quite interesting for students and teachers. The result of the post-test was quite good.

Four days later, the researcher took data again in the fifth treatment. Students were interested in the narrative video story as always. They were wondering what would happen on the next path. So, the post-test was still increased even though not too much.

In the sixth and last treatment, students were noisy and a little bit hard to control. But students still pay attention to listen to the teacher's explanation. The last treatment used a good narrative story video. The result of the post-test was better than any other post-test treatment.

Finally, the last day was the post-test yet without any treatment. The post-test was going very well and the students were happy. They sat quietly and waited for the speaking practice in pairs. The students really appreciated the researcher until the research was done.

The explanations above show that the students got more excited about learning to speak using narrative video. They found a motivation to learn to speak. They were more confident speaking English in front of anyone or anything. One thing that is more important was there was a willingness to learn more about English, especially in speaking skills. The researchers concluded the narrative video could improve students' effectiveness in learning to speak English.

The learning situation when the researcher took data was going well. A learning instrument such as a video could make students happier and more active. They knew that there was nothing written because this was a speaking class so they had to practice. Everything was all right as long as we could make an excuse with the students. If they could answer some questions and may ask from the video, the researcher would give them one point or a star. If the students are able to collect ten stars, they would be given a present from the researcher.

Finally, the researcher got something interesting from the research. The researcher realized that students can feel bored easily. It will be a little bit hard to make them stay focused on the learning material or subject. But, we can try something better or something interesting for them. In this case, the researcher tried to make them improve their speaking skills through video because the video can distract them and reduce noise levels from talking with mates or playing while the teacher is explaining.

E. CONCLUSION

The finding of the research showed that narrative video could improve the speaking skills of the tenth-grade science students of SMAN 1 Jayapura. It can be seen from the result of the pre-test which showed that students' speaking skills were increased proven by the result of the pre-test which was 23,53846154 to the post-test which was 37,94871795. The significance of the T-Test results was 0.000 which means there was a difference between the pre-test and post-test.

The result of this research showed how much effectiveness from the pre-test until the post-test. It increased by 61.22% using narrative video as the teaching medium to improve students' speaking ability in speaking. Improving students' speaking skills through narrative video can be done by any teacher, adult, or expert in their teaching English activity.

The situation of the teaching and learning process was good. The students can learn and discuss together in pairs even in teams. From the observation list, the researcher concluded that there was an improvement in each meeting. The students could focus if the treatment and the speaking practice were done consistently, especially for the narrative video. They were able to improve their speaking skills if they could practice it in their daily life.

Narrative video is quite helpful for the teaching and learning process for students who have low ability in speaking. The narrative video also helps students to achieve better speaking practice experiences. The highest score on the post-test was 70 from the pre-test of 20. It is proven that students can reach higher scores for their speaking.

Based on the conclusion, the researcher can deliver some suggestions for those who want to use this technique in teaching or learning English, especially in improving speaking skills through narrative videos. We have to know what our goal in learning English is especially our speaking skills. Is it for our knowledge, our education, or our occupation? We should prepare the speaking material well. Furthermore, if we want to teach speaking at a school, we should have good time management in case the school does not give us enough time for our research.

It is recommended to other English researchers and English teachers to use narrative videos to teach English in this case improving speaking skills. It is also proposed to teachers to improve their knowledge about speaking skills related to the text they teach in the classroom.

REFERENCE

- Arguel, A. & Jamet E. (2009). *Using video and static pictures to improve learning of procedural content*. Computers in Human Behavior, 25(2), 354-359.
- Bahadorfar, M., & Omidvar, R. (2014). *Technology in Teaching Speaking Skill*. Acme International Journal of Multidisciplinary Research, 2, 9-13.
- Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

- Burns, A. & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Cameroon, Lynn. (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.
- Celce-Murcia, Marianne. (2001). *Teaching English as A Second of Foreign Language (Third Edition)*. New York: Heinle-Heinle.
- Harmer, Jeremy. (2007). *How to Teach English*. Harlow: Pearson Education Limited.
- Megawati. (2018). *Improving The Students' Speaking Skills Through Storytelling Technique Toward Eleventh Grade Students At SMK Swasta Cimanggis*. Jakarta: STKIP Kusumanegara Jakarta.
- Mokhtar, Hasni, N. & Othman, Z. (2022). *Communicative Skills Through Corporate Storytelling Video: Students Perception*. Malaysia: Universiti Kebangsaan Malaysia.
- Mustikawati, A. (2013). *The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMPN 1 Manisrenggo, Yogyakarta*.
- Nassim, Shahala. (2018). *Digital Storytelling: An Active Learning Tool for Improving Students' Language Skills*. Muscat, Oman: Arab Open University.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, CV.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta: Bandung