Application of Learning Videos to Improve English Speaking and Writing Skills

Anggy Dian Nanda
English Education

Anggydn92@gmail.com

Abstract

The purpose of this research is to improve the skills of speaking and writing English class X held at SMK Amal Bakti Lampung Selatan, the number of students in class X Accounting 1 26 students in the school year 2021 – 2022 with the lesson topic is The word is round with less sub-themes: Descriptive text and organizing structures are at text and sentence in the text. The research methodology used in this study is action research because of research done to solve the problem of learning in the classroom. This study uses a Kemmis Mc. Taggart in the form spiral means from the first cycle to the next cycle. each cycle covered by the plan, action, observations, and reflection. Based on the findings and the discussion that application of video media language films to enhance the skills of speaking and writing learners, characterized by increased completeness of learners in each cycle. Speaking in the first cycle skills 92.31%, Writing skills 80.77%. And the second cycle Speaking skills 96.15%, Writing skills 92, 31%. And the third cycle speaking 96.15%, Writing skills of 100% completion in the teaching of writing in the third cycles. In applying instructional video response or positive effect is shown by an average value of learners that students are interested in applying and receiving video movie in learning so that students are motivated. The conclusion of this study were 1) the use of video media language films improve the learning activities of students class X SMK Amal Bakti Lampung Selatan) By applying media-video film on the skill of speaking and writing English learners of class X SMK Amal Bakti Lampung Selatan, 3) Change in speaking skills and write English applying the film on the video media students of class X SMK Amal Bakti Lampung Selatan, 4) There is an increase in speaking and writing skills of learners by applying the film on video media learning English class X SMK Amal Bakti Lampung Selatan.

Key words: Media, Video, Speaking, Writing skill

INTRODUCTION

Today's science technology has grown so fast, even significantly development and progress macro mindset (Dharma et al., 2020),(V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). These changes have provided an experience new and at the same time a challenge for technology scientists in particular and generally for all of us as a society technology user (Hendrastuty, 2021),(Styawati et al., 2021). In the world of education technology is very important to meet the need for learning activities in order to used properly and used in the implementation of education efficient and effective (Supriadi & Oswari, 2020),(Putri et al., 2021),(Rossi et al., 2021). Low speaking skills and write students during the process learning English in class is very less, of course this becomes a challenge for educators to develop techniques learning by using media movie videos (Susanto et al., 2021),(Pramita et al., n.d.). The problems that arise related to speaking skills and writing is very far from the Completeness Criteria Minimum (KKM) 7.0. while the ability students are only 4.5-5.0 of student assessment (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022),(Sanjaya et al., 2014). So, researcher role in doing language learning with using language film video media as give motivation to students so that even more skilled (Songati, 2018),(Hasan, 2018). Based on the explanation above, the

author interested in carrying out research on Application of Language Film Video Media for improve Speaking Skills and Writing English for Class X SMK Amal Bakti Lampung Selatan (An'ars, 2022),(Anars et al., 2018).

LITERATURE REVIEW

Nowadays, students have an opportunity to increase their knowledge and skill everywhere either inside or outside the classroom by using audiovisual media (Kurniawan, 2020),(Mathar et al., 2021),(Damayanti et al., 2021). Those audio-visual materials, for example films and videos, promote perception, understanding, transfer of training, reinforcement, or knowledge of results and retention (Handayani et al., 2022),(Saputra, 2020a),(AS & Baihaqi, 2020). Many teachers use video to introduce a topic, to present content, to provide remediation, and to promote enrichment (Saputra, 2020b),(Suwarni et al., 2022). Video can be used in all instructional environments with classes, a small groups, and individual students (Akbar, 2019),(Bonar Siregar, 2021),(Budiman & Sidiq, n.d.). The contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners (PUSPITASARI, n.d.),(PRASETYAWAN, n.d.).

A video offers some exceptional qualities that make it particularly useful in education (Kustinah & Indriawati, 2017),(Sukawirasa et al., 2008),(Hafidz, 2021). Video can appear to alter both time and space as it captures events (an Environmenta, n.d.),(Yuninda, 2020). They also state that video has the potential to shift the viewer's location as well as the time frame experience (Celarier, n.d.),(Cindiyasari, 2017),(CS, 2019). Video travelogues, documentaries, and docudramas can seem to shift where viewers are located, from the classroom to the location they are viewing (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019). learner motivation increases when learners learn language using video (Aditomo Mahardika Putra, 2021),(Savestra et al., 2021). Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task (Amin, 2020),(SETIYANTO, 2016),(Marlyna, 2017). The use of authentic material can enhance students' interest in classroom activities and increase their motivation to listen, understand, and learn (BRONDONG, n.d.),(NASIONAL, n.d.).

The purpose of the research is to find out competence is achieved in research, as for specific purpose in research. To find out how apply video film media in Language learning on skills speak and write English students of class X SMK Amal Bakti Lampung Selatan. How about applying media language film videos in Learning English can improve speaking and writing skills students in learning activities English class X SMK Amal Bakti Lampung Selatan. And to find out if there are changes students on skills speak and write after apply video film media in learning English in class X SMK Amal Bakti Lampung Selatan.

METHOD

Researchers use Research techniques Class Action (CAR). Research Class Action (CAR), CAR is research actions taken by educators with the aim of improving the quality of learning practices in his class (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). CAR focuses on the teaching and learning process that occurs in the classroom, carried out on in accordance with the selected research, namely: Classroom Action Research (CAR), because in There are several classroom action research classroom action research methods.

So, researchers choose action research according to Kemmis and Robin McTaggart models, namely form of spiritual research from cycle one to the next cycle. Each cycle includes Planning, action, observation, and reflection. Steps in the next cycle revised planning, action observation, reflection. In cycle 1, preliminary actions are carried out in the form of identification problems. spiral cycle of the stages of action research classroom action research can be seen through the following cycle, in the cycle image.

RESULTS AND DISCUSSION

Based on the results of this study get very significant results based on cycles I, II, and III, such as data as follows;

1. **Cycle I**

   The following is a recapitulation of test results formative on participants' speaking skills Cycle I students can be seen in the following table:

Table 1. Recapitulation of formative test results of speaking skills in Cycle I

No	Description	Cycle I Results
1	Number of Completed Students	22
2	Number of unfinished students	4
3	The highest score	8,7
4	Lowest value	6
5	Formative test mean	7,73
6	Percentage of learning completeness	92,31%

Table 1. can be explained that with apply language film video media to improve speaking skills acquired the average value of student achievement is 7.73 and completeness of learning reaches 92.31% or there are 22 participants from 26 students have completed in learning improves skills speak. These results show that Cycle I classically students are quite good it means complete in learning even though there are some students who have not finished, because students who get a score of 7.00 only 92.31% for skills speak.

Table 2. Recapitulation of writing skills formative test results in Cycle I

No	Description	Cycle I Results
1	Number of Completed Students	21
2	Number of unfinished students	5
3	The highest score	9
4	Lowest value	6
5	Formative test mean	7,42
6	Percentage of learning completeness	80,77%

In contrast to table 1 in table 2 it can be explained that by applying language film videos on writing skills obtained an average value of 7.42 with completeness study 80.77% or there are 21 out of 26 participants students are quite complete in carrying out learning by using video on writing skills. The result shows that in the first cycle for writing skills have been completed learning even though there are several participants students who cannot be declared delayed because students who get a score of 7.00 only 80.77%.

2. **Cycle II**

Table 3. Recapitulation of formative test results of speaking skills in Cycle II

No	Description	Cycle II Results
1	Number of Completed Students	
2	Number of unfinished students	

	3	The highest score	
	4	Lowest value	
	5	Formative test mean	
	6	Percentage of learning completeness	

Based on table 3, the average value of on the formative test of cycle speaking skills II of 8.35 of the 26 students who completed, as many as 25 and 1 student yet achieve mastery learning. Then by learning mastery that has been achieved is 96.15% (including complete category).

Table 4. Recapitulation of writing skills formative test results in Cycle II

No	Description	Cycle II Results
1	Number of Completed Students	
2	Number of unfinished students	
3	The highest score	
4	Lowest value	
5	Formative test mean	
6	Percentage of learning completeness	

In table 4, the average value of obtained in the second cycle formative test of 8.36 of 26 students who have completed 24 complete formative tests and 2 students have not achieved completeness in the process of learning skills write. So classically the value of completeness. The results of learning to write have been achieved by 92.31% in this case is declared already included in the complete category.

3. **Cycle III**
   Table 5. Recapitulation of formative test results of speaking skills in Cycle III

No	Description	Cycle III Results
1	Number of Completed Students	
2	Number of unfinished students	
3	The highest score	
4	Lowest value	
5	Formative test mean	
6	Percentage of learning completeness	

Based on table 5, it states that the average value obtained in cycle III for speaking skill 8.43% of 25 students who have completed with apply language learning film videos. English, and 1 student who has not reach completion. So overall for speaking skills on learning using video films 96.15% with completeness is included complete category. The results of this third cycle experienced improvement from cycle II.

Table 6. Recapitulation of writing skills formative test results in Cycle III

No	Description	Cycle III Results
1	Number of Completed Students	
2	Number of unfinished students	
3	The highest score	
4	Lowest value	
5	Formative test mean	
6	Percentage of learning completeness	

Table 6, states that the acquisition of average score in writing skills get a value of 8.46 from the total 26 students and all of them have complete in carrying out the skills test writing means that students in writing skills can be stated complete in learning, the mastery students get a percentage of 100%. In cycle III, the learning outcomes of students improved well, in the early cycles' application of film video media in language learning on writing skills very good.

CONCLUSION

From the results of the learning activities that was carried out in two cycles, based on the whole discussion and analysis what has been done can be concluded as following:

- By applying film video media language in the Learning of speaking and writing skills Class X students' English SMK Amal Bakti Lampung Selatan.
- By applying film video media language in English Learning can improve skills speaking and writing students in English learning activities class X SMK Amal Bakti Lampung Selatan.
- Changes in speaking skills and writing English in application video film media on learning students of class X SMK Amal Bakti Lampung Selatan.

The research results obtained in the previous description, so that the activity process English learning is more effective and provide more motivation to participants educate. Film video media is taken as a tool to help students in improve speaking skills and write English by getting optimal results. With research further, because the results of this study only done at SMK Amal Bakti Lampung Selatan 2021-2022 academic year. If in research does something similar, then improvements should be made so that research results can be obtained better.

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