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Developing the Students' Speaking Skill by Designing Video Tutorial

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Abstract:- The purpose of this research is to find out whether the use of video tutorial design can develop the speaking skills of class X students of State Senior High School 2 Panca Rijang, Sidenreng Rappang Regency, Indonesia. The researcher applies the pre-experimental method, the population is students enrolled in the 2016-2017 academic year. The total population is 189 students. The results of data analysis show that there are significant differences between student scores after they are taught by designing video tutorials and before they are taught by developing video tutorials. That is evidenced by the average post-test rating, which is higher than the average pre-test score (74.89 > 52.70). Besides, the p-value result is lower than α (0,000 < 0.05), which means H1 is accepted. Based on data analysis, the researchers concluded that the use of video tutorials developed students' speaking skills. Interest analysis using the Likert Scale shows that students are interested in speaking English by designing video tutorials. That was proved by 37.0% of very interested students and 63.0% of interested students. Based on data analysis, the researchers concluded that: (1) the use of video tutorials develops students' speaking skills; (2) the use of video tutorials makes students interested in speaking English.

Keywords:- Speaking Skills, Video Tutorials.

I. INTRODUCTION

In communication, there are two kinds of language, oral language, and written language. Generally, there are four skills required in the English teaching-learning program. They are reading, speaking, listening, and writing. Base on those skills, speaking is one of the essential skills in language learning. English speaking is a challenging learning objective for EFL (English as Foreign Language) learners owing to the lack of practising environments (Chen and Hwang, 2020; Khorama, et al., 2020). English-speaking learning has always been one of the greatest obstacles for EFL students (Zhang and Liu, 2018). Based on the statements above, the researcher concludes that speaking is very important in any interaction in life. Speaking is the oral or spoken language that is used to express thoughts, opinions, ideas, feelings, give information, and others. The most important is the people can communicate with each other by speaking.

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information (Florez, 1999) We generally use speaking as a

communication tool in daily interactions. The presence of speakers and listeners is a must to establish mutual communication in speaking activities. Thus, speaking is considered inseparable from something we call communication. Speaking skills are an interactive process of building meaning and involving information processing (Farid, et al., 2020). Therefore, speaking skills are needed by students in the context of an interactive process to understand the learning process at school.

Teachers must monitor the speech production of students to determine what skills and knowledge they already have and what fields need to be developed (Florez, 1999). The teaching approach to speaking can take the form of imitating, giving assignments, and listening (Farid, et al., 2020). Imitation is social learning in which an individual observes and tries to model or imitate similar behaviour by others (Chien, et al., 2020). Giving assignments is more focused on the process of using language that is produced by students (Farid, et al., 2020). And the listening approach is to practice listening through audio or video clips in class (Chen and Hwang, 2020; Khorama, et al., 2020). These three approaches in the teaching process of speaking English. What about the use of video tutorial media in the process of learning English, this is very interesting and characteristic in this study. Some previous studies include; the use of video tutorials on bride cosmetology learning shows effective results (Mandalika and Syahril, 2020) Face to face Tutorials, Learning Management Systems, and WhatsApp Group: How Digital Immigrants Interact and Engage in E-learning is one of the best choices (Chng, 2020). The tutorial system can facilitate user learning and provide precise and responsive information to user interactions (Tong, and Meyer, 2020). Thus, developing Student Speaking Skills by Designing Video Tutorials is one of the essential and exciting approaches to be discussed about the quality of student learning outcomes.

II. LITERATURE REVIEW

The goal of teaching speaking is communicative efficiency (Juniardi et al., 2020). Speaking is the communication tool to transform ideas (Farid, et al., 2020) dialogue and conversation are the most transparent and most commonly used speaking activities in language classrooms. According to Brown (1994), there are six types of speaking, namely imitative, intensive, responsive, transactional, interpersonal, and extensive (Florez, 1999; Lander, 1995).

³ Imitative is a category that includes the ability to practice intonation and focusing on some particular elements of the language form. That is just imitating a word, phrase, or sentence. The important thing here is to concentrate on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using drilling; the students get the opportunity to listen and to repeat some words orally. Exercises in which students only repeat phrases or structures (e.g., "I'm sorry." Or "Can you help me?", (Florez, 1999). Activity when the speaker copies vocabulary, phrases, and sentences (Setiyawan, 2020). An excellent exercise to improve students' pronunciation in speaking English. When students try to copy speaker models, they can know how to pronounce words or phrases correctly.

⁷ The intensive is the students' speaking performance that is practising some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes understanding the paragraph, reading the dialogue with partners, in turn, reading the instructions, etc. Intensive skills or repetition that focuses on specific phonological or grammatical points, such as minimal pairs or recurrent of a series of imperative sentences (Florez, 1999). Designed to show competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, pressure, rhythm, time points) (Setiyawan, 2020; Broeckelman-Post, 2020). This means that intensive conversation is not only grammatical and phonological focus but on skills or repetition.

Responsive performance includes interaction and understanding of the test but at a somewhat limited level of a brief conversation, standard greetings and small talk, simple requests, and comments. This is a kind of short answer to a question or comment initiated by the teacher or student, giving instructions and direction. The reply is usually sufficient and meaningful. Responsive to quick answers to questions and comments of teachers and students, such as a series of responses to yes or no questions (Florez, 1999). Responsive assessment tasks include interaction and understanding of tests but at concise conversation levels, standard greetings and small talk, simple requests and comments, and the like (Setiyawan, 2020). Educators must carry out activities that are different from where they can learn a lot and must always have the need to learn to do their work as educators, using various development standards but more in modes that are appropriate to the level of resistance (Arung, 2019).

Transactional (dialogue) It is carrying out to convey specific information. The transactional conversation is carrying out for information exchange, such as information gathering interviews, role plays, or debates (Florez, 1999). Transactional activities that focus on politely interrupting skills to point out something, the teacher may decide to follow up with a brief imitative lesson. In the EFL context, especially in Indonesia,

students are encouraged to have the competence to express the meaning of simple transactional and interpersonal oral texts, both formally and informally (Juniardi et al., 2020).

¹² Interpersonal (dialogue) It is carrying out more to maintain social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, role-play, discussions, conversations, and games. Interpersonal dialogue to build or maintain social relationships, such as personal interviews or casual conversation role-play (Florez, 1999). This interpersonal is more for the millennial generation and generation X (Ahmad, et al., 2020). The generation that uses a lot of dialogue in the activities of the learning process uses technology in every action and is very responsive to environmental changes.

Extensive (monologue) Teachers give students additional addresses in the form of oral reports, summaries, and fairy tales, and short speeches. Long monologues such as short speeches, verbal descriptions, or oral reviews (Florez, 1999). This is necessary because there are broad individual differences in the language learning process, such as mapping the meaning of fast words (Levine et al., 2020). Great speeches involve various speech productions. Besides, the speaker needs to interact with the speaker counter, who can answer questions, and discuss (Setiyawan, 2020). Language skills require a long time and expertise (Levine et al., 2020).

² Based on the theory above, it can be concluded that some points should be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

III. METHODOLOGY

This research was conducted pre-experimental with one group pre-test and post-test. The group pre-test, get treatment, and post-test. A comparison between pre-test and post-test scores determines the success of treatment. This design is outlined as follows:

$$O_1 \quad X \quad O_2$$

O_1 : Pre-test
 X : Treatment
 O_2 : Post-test

¹⁷ This research is locating in Senior High School (SMA) 4 Sidenreng Rappang Regency, Indonesia, because the location has implemented a different learning system. Data collection techniques used were observation, questionnaires, interviews, and literature studies using a Likert scale. The design used in this study was quantitative (Saleh et al., 2021; the data collected

was done by simple regression processing with the help of SPSS 16.0 for windows (Yakub & Ramlan, 2020).

chose a class with seven classes of class X students of SMA Negeri 2 Panca Rijang as a sample. And class X2 is a sample.

The population is all individuals from whom data is collecting. The population of these researchers was students of SMA Negeri 2 Panca Rijang in the 2016-2017 academic year consisting of seven classes. The sampling technique in this study is the cluster sampling technique [18]. Researchers

IV. RESULTS AND DISCUSSION

4.1. Results

Students 'Speaking Skill Scoring Classification of Students' Test based on data collected through the research method is illustrating in table 1 below:

Table 1. The Classification of Scoring Students Pre-Test and Post-Test

No	Classification		Pre-test		Post-test	
	Classification	Score	F	%	F	%
1	Excellent	87 – 100	0	0	4	14.8
2	Very good	73 – 86	1	3.8	6	22.2
3	Good	59 – 72	7	25.9	14	51.9
4	Average	45 – 58	11	40.7	3	11.1
5	Poor	30 – 44	6	22.2	0	0
6	Very poor	< 30	2	7.4	0	0
	Total		27	100.0	27	100.0

Table 1 shows that the student's scores in the test results for monolingual (pre-test) classes were mostly in the very poor category 2 (7.4%), students were classified as poor 6 (22.2%), students were classified into average - 11 (40.7%), students were grouped into seven good (25.9%) and very good 1 (3.8%). There are no students in the excellent category. While the test results for the monolingual class (post-test), most them are average. category 3 (11.1%), students are classified into good 14 (51.9%) students are classified into very good 6 (22.22%) and very good 4

(14.8%). There are no students categorized as bad and very bad. This means that students 'speaking skills have improved because most of the students' grades have improved. This shows that students' speaking skills are higher after learning English by designing video tutorials.

Average scores and standard deviations of student test results in the speaking category can be illustrating in table 2 below:

Table 2. The Mean Score and Standard Deviation of the Students' Test

No	Class VIII.2	Mean Score	Standard Deviation
1	PRE-TEST	52.70	12.012
2	POST-TEST	74.89	8.838

Based on table 2 above shows that the average score of pre-test and post-test of class X2 is different. The mean score from the post-test (74.89) is higher than the average rating from the pre-test (52.70). The standard deviation of the pre-test is 12,012, and the standard deviation of the post-test is 8,838. This means that there are significant differences between pre-test and post-test students.

Windows Evaluation Version to test hypotheses. In the pre-test and post-test, researchers found that the p-value was lower than α (0,000 < 0.05). This means that H0 is rejecting, and H1 is accepted. This means that teaching speaking by designing video tutorials has a good effect on students' speaking skills.

Probability Value (P-Value) = 0,000, and α = 0.05, this is obtained based on the results of students obtained and stated in the findings above, researchers use paired samples t-test in inferential statistics through the SPSS 21.0 program for

Assessment of Student's Pre-test and Post-test Classifications in 3 Components in the Speaking Score. In the following table 3, the researcher presents the pre-test and post-test frequency of students for monolingual classes in three components. Student Accuracy in implementing both.

Table 3. The Score of Accuracy in Speaking Both Pre-Test and Post-Test

No	Classification		Pre-test		Post-test	
	Classification	Score	F	%	F	%
1	Excellent	87 – 100	0	0	1	3.7
2	Very good	73 – 86	0	0	6	22.2
3	Good	59 – 72	4	14.8	16	59.3
4	Average	45 – 58	16	59.3	4	14.8
5	Poor	30 – 44	7	25.9	0	0
6	Very poor	< 30	0	0	0	0
	Total		27	100.0	27	100.0

Table 3 above shows that there is a significant development of student accuracy after giving care. Proven in the post-test, one student (3.7%) was in very good classification, six students (22.2%) were in very good classification, 16 students (59.3%) were in good classification, and four students (14.8%) in the classification

average. While in the pre-test, seven students (25.9%) were in the bad classification, 16 students (59.3%) were in the average classification, and four students (14.8%) were in the good classification. Fluency Students in the Pre-test and Post-Test tables have four Fluency Tests in Speaking Before the Test and Post-Test.

Table 4. The Score of Accuracy in Speaking Both Pre-Test and Post-Test

No	Classification		Pre-test		Post-test	
	Classification	Score	F	%	F	%
1	Excellent	87 – 100	0	0	2	7.4
2	Very good	73 – 86	1	3.7	14	51.9
3	Good	59 – 72	9	33.3	9	33.3
4	Average	45 – 58	11	40.7	2	7.4
5	Poor	30 – 44	5	18.6	0	0
6	Very poor	< 30	1	3.7	0	0
	Total		27	100.0	27	100.0

Table 4 above shows that there is a significant improvement in students' fluency after providing care. Proven in the post-test, two students (7.4%) were in very good classification, 14 students (51.9%) were in very good classification, nine students (33.3%) were in good rating, and two students (7.4%) are in very good classification, the

average classification. While in the pre-test, one student (3.7%) was in a very good classification, nine students (33.3%) were in a good classification, 11 students (40.7%) were in the average classification, five students (18.6%) were in the poor classification, and one student (3.7%) was in the very bad classification.

Table 5. The Score of Comprehensibility in Speaking Both Pre-Test and Post-Test

No	Classification		Pre-test		Post-test	
	Classification	Score	F	%	F	%
1	Excellent	87 – 100	0	0	4	14.8
2	Very good	73 – 86	3	11.1	13	48.2
3	Good	59 – 72	10	37.0	10	37.0
4	Average	45 – 58	10	37.0	0	0
5	Poor	30 – 44	3	11.1	0	0
6	Very poor	< 30	1	3.8	0	0
	Total		21	100.0	21	100.0

Table 5 above shows that there is a significant development of student completeness after providing care. That was proven in the post-test, four students (14.8%) were in very good classification, 13 students (48.2%) were in very good classification, and ten students (37.0%) were in good classification. Whereas in the pre-test, three students (11.1%) were in very good

classification, ten students (37.0%) were in good classification, ten students (37.0%) were in the average classification, three students (14.3%) were in poor, and one student (4.8%) was classified as very poor. Average scores and standard deviations of pre-test and post-test students in three components.

Table 6. The Mean Score and Standard Deviation of Students Pre-Test and Post-Test in Three Components of speaking

No	Components	Pre-test		Post-test	
		Mean	Std.Dev.	Mean	Std.Dev.
1	Accuracy	2.89	0.640	4.15	0.718
2	Fluency	3.15	0.907	4.59	0.747
3	Comprehensibility	3.40	0.971	4.78	0.698

The Students' Interest,

Table 7. The Percentage of Students' Interest

No	Category	Range	Frequency	%
1	Strongly Interested	85-100	10	37.0
2	Interested	69-84	17	63.0
3	Moderate	52-68	0	0
4	Uninterested	36-51	0	0
5	Strongly Uninterested	20-35	0	0
	Total		27	100.0

Based on the analysis of the percentage of students' interest in table 7 above, the analysis shows that none of the students made negative statements. They used and designed a video tutorial in developing speaking skills, ten students (4.0%) were very interested who scored at intervals of 85-100, and 17 students (63.0%) were interested in the 69-84 interval. The table above shows the use of designing video tutorials in developing students' speaking skills that are of interest to students.

4.2. Discussion

Based on the data above, it shows that the application of designing video tutorials can develop speaking skills for students. The use of video tutorials can utilize six types of speaking, namely imitative, intensive, responsive, transactional, interpersonal, and extensive (Florez, 1999; Lander, 1995).

The description of the data collected through the test, as described in the previous section, shows that student's skills in speaking English develop significantly. This is supporting by the average test scores of students in class X2 (post-test). The average post-test score was 74.89 higher than the pre-test score was 52.70. The data in the previous section shows that implementing designing video tutorials in teaching speaking is more effective than not using designing video tutorials. This is supporting differences in pre-test and post-test average scores. This is by the type of imitative speaking (Chen and Hwang; Florez, 1999), students can repeat phrases or structures after getting information from the video tutorial provided.

On the other hand, based on the results of the data analysis in table 4 in the significance test, the researcher found that the p-value was lower than α ($0,000 < 0,05$). This means that H_0 is rejected, and H_1 is accepted, at a significance level of 0.05. It shows that teaching speaking through designing video tutorials has a good effect on students' speaking skills. A good effect on this research is to have skills or intensive repetition (Florez, 1999) that are not only grammatical and phonological (Broeckelman-Post, 2020).

Regarding the explanation skills above, the researcher also found that the highest score in each component was completeness. These results support the statement that the tutorial system can facilitate user learning and provide precise and responsive information to user interactions (Tong, and Meyer, 2020). The use of video tutorials shows effective results (Mandalika and Syahril, 2020). The video recorder was used to record speaking activity (Juniardi et al., 2020) and then utilized in the learning process. A better video recording (Broeckelman-Post, 2020) will add an explanation of the skills that will be achieved by students.

The use of instructional videos is a new experience for teachers in improving the quality of learning (Dewita and Amri, 2019). This happened at the research location because, so far, it still tends to use the method of face-to-face teacher and student. The use of videos will be better if accompanied by interesting animated images (Chen and Hwang, 2020;

Juniardi et al., 2020). Nevertheless, the video content is in-depth, allowing users to look in all directions and allowing them to control (Chien, et al., 2020). In table 7 shows that the use of video tutorials is unusual for students by 37%, some even answer very interestingly by 63%. This is even more convincing that the use of video tutorials can improve the quality of learning because it is unusual for students and makes it easier for teachers, as long as there is control over the learning process.

Increasing the use of video tutorials in the form of Peer assessment strategy assessment strategies help to improve the performance of English language learning (Florez, 1999; Chien, et al., 2020). This research further strengthens the argument of the importance of video tutorials in learning English. Likewise, the rapid development of learning technology aided by computer language offers a new way of learning spoken English (Jeon, 2020; Li et al., 2020). Video tutorials can be quickly creating and designed through computer technology tools. The use of instructional media can improve the quality of the language learning process (Arung, 2019; Bastos, 2020). As well as the speaking assessment process (Khabbzbashi and Galaczi, 2020) because existing data prove before and after the use of video tutorials has a significant effect on student learning outcomes.

Based on the results obtained by students and stated in the findings above, the researchers used p-values in inferential statistics through the SPSS program version 21.0 to test the hypothesis. In other words, there is the development of students' speaking skills after using designing video tutorials at X2 Grade Panca Rijang High School.

V. CONCLUSION

Based on the findings and discussion, designing a video tutorial can develop students' speaking skills. The use of making video tutorials in teaching English is mainly speaking, making students more active and aggressive to talk in class. The three components of speech, namely accuracy, fluency, and completeness, were significantly developed through designing video tutorials. Therefore, the researcher concludes that the use of video tutorial design can develop the speaking skills of students.

Based on the findings, the analysis shows that the use of video tutorial design significantly influences students' interest in learning English. This means designing video tutorials is a good strategy in teaching speaking skills. Based on the analysis of the percentage of students' interest in this study, the report showed that 37.0% were very interested, and 63.0% were engaged. This means designing video tutorials is an excellent strategy for teaching speaking.

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