CONVERSATION SCRIPTS-BASED VIDEO SHOOTING ACTIVITY IN SUPPORTING THE EFL STUDENTS' SPEAKING SKILL

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ABSTRACT

This study attempted to investigate whether, and how, the student's English speaking ability was improved by a conversation script-based video shooting activity. Thus, to achieve the research objective, this study made use of a qualitative approach with a classroom action research design. The teaching activities were run on two cycles, each of which consisted of planning, observation, action, and reflections. Two instruments, a test, were used to measure the effectiveness of the teaching activity, and a questionnaire was used to measure students' learning intention toward the activity. The results showed that the conversation script-based video shooting activity improved the students' speaking ability. Furthermore, the activity also motivated and encouraged the students to involve doing conversation. It can be seen from the increasing learning achievement from the mean score of the pre-test was 53.17, the mean score of post-test 1 was 76.53, and the mean score of the final post-test was 83.53. In addition, students revealed positive academic encouragement toward the technique. So, a conversation script-based video shooting activity is suggested to give a practical impact on the students' speaking skills because it provides equal opportunity for students to perform their English language competence in any roles written in the scripts in daily life context.

Keywords: communicative approach, video shooting, speaking performance

ABSTRAK

Penelitian ini mencoba untuk menyelidiki apakah, dan bagaimana, kemampuan berbicara bahasa Inggris siswa ditingkatkan dengan aktivitas perekaman video berbasis skrip percakapan. Oleh karena itu, untuk mencapai tujuan penelitian, penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian tindakan kelas. Kegiatan pembelajaran dilaksanakan dalam dua siklus yang masing-masing terdiri dari perencanaan, observasi, tindakan, dan refleksi. Dua instrumen, tes, digunakan untuk mengukur keefektifan kegiatan mengajar, dan angket digunakan untuk mengukur niat belajar siswa terhadap kegiatan tersebut. Hasil penelitian menunjukkan bahwa aktivitas perekaman video berbasis naskah percakapan meningkatkan kemampuan berbicara siswa. Selain itu, kegiatan tersebut juga memotivasi dan mendorong siswa untuk terlibat melakukan percakapan. Hal ini terlihat dari peningkatan prestasi belajar dari nilai rata-rata pre-test adalah 53,17, nilai rata-rata post-test 1 adalah 76,53, dan nilai rata-rata post-test akhir adalah 83,53. Selain itu, siswa mengungkapkan dorongan akademis yang positif terhadap teknik tersebut. Oleh karena itu, kegiatan pembuatan video berbasis naskah percakapan disarankan untuk memberikan dampak praktis pada keterampilan berbicara siswa karena memberikan kesempatan yang sama bagi siswa untuk menampilkan kompetensi bahasa Inggris mereka dalam peran apa pun yang tertulis dalam naskah dalam konteks kehidupan sehari-hari.

Kata kunci: pendekatan komunikatif, perekaman video, penampilan berbicara

INTRODUCTION

One of the abilities that is crucial to learning English is speaking the language. These days, Indonesian students are required to grasp the fundamental competence of speaking English. Speaking is a behavior engaged in by subjects to interact with other individuals. According to Nunan (2003), speaking is such a basic human habit that we don't pause to think

about it unless something stands out about it. In order to be pleasant and provide a safe space for contact with others, Richards (2006:22) claims that when individuals meet, they exchange greetings, engage in small talk, talk about their previous experiences, and so on. Through communication, subjects can share information. As a result, it is believed that speaking is a skill that has to be mastered, considering that the purpose of learning a language is to be able to communicate using language in everyday life.

Speaking ability is not something that should be underestimated. Mastering the art of talk as interaction, according to Richards (2006:24), is difficult and may not be a priority for all learners. Without practice, their speaking ability will not improve as expected. Subjects must be able to understand what the speaker is saying in order to optimize the flow of communication. Understanding is not enough; subjects must also be able to respond to what the speakers say. As a result, subjects are expected to be able to speak clearly and fluently so that the interlocutor can understand what the speaker is saying. Subjects are accustomed to communicating in their mother tongue, which requires them to learn more about how to communicate in foreign languages. According to Thornbury (2005), speaking is so natural and integral that individuals forget how hard they once worked to achieve this ability until they have to do it all over again in a foreign language. Subjects must be diligent in practicing these things in order to master them, not just learning theory.

According to Nunan (2003), Richards (2006), and Thornbury (2005), subjects have difficulty speaking because they are nervous and afraid. Grammar proficiency, as well as the incorrect and correct pronunciation of the various vocabularies they use in speaking, is a major issue for them. When the teacher asks them a question in English as a foreign language, the majority of them feel uneasy. As a result, they will stutter when responding, and worse, they will remain silent—without responding. As a result, the researcher suggests an alternative technique known as a conversation script-based video shooting activity. According to Wills, et.al (2013), role-playing is primarily used to develop first-person experiences in a safe and supportive environment. In this case, the act of providing and receiving information about one's identity in conversation scripts reflects linguistic elements, textual structure, and social function. The speaking class becomes more exciting and interesting as a result of the conversation script-based video shooting activity.

This study's teaching technique focuses on the use of role-playing techniques with conversation script-based video shooting activities. As a result of the research background, the research problem can be stated as follows: Can the speaking ability of SMP Wisata Sanur seventh-grade students in the academic year 2021/2022 be improved through role-playing with conversation scripts-based video shooting activity?

THEORETICAL REVIEW
Speaking Skills

Speaking is one of the four skills that students must master when learning English. Speaking has its own utility, as it is one of the methods of communication. Speaking is something that all parties do on a regular basis. Nunan (2003:02) stated that speaking is such a fundamental human behavior that humans do not stop to analyze

it unless something noticeable about it is observed. Speaking is enjoyable for both the young and the elderly. Despite the fact that speaking is commonplace, something must be considered and not overlooked in speaking activities.

Speaking in spoken communication is done by combining words into structured sentences with meanings that the interlocutor can understand, as Nunan (2003) states that speaking consists of producing systematic verbal utterances to convey meaning. Both parties in a conversation must understand what the interlocutor is saying in order to communicate effectively. According to Pollard (2008:33), gaining confidence will allow subjects to speak more freely. This is something that the teacher must absolutely create in order for speaking activities to run smoothly.

Based on the preceding statement, it is possible to conclude that speaking is one of the four English skills that are prioritized in the classroom. According to Pollard (2008), we should try to use English as much as possible with our subjects. All teaching at the intermediate and higher levels can be done in English. At these levels, there should be no need to use the subjects' mother tongue. Furthermore, speaking is a skill that must be mastered before it can be properly applied. To liven up the atmosphere in speaking, the teacher must be able to design a fun activity that involves speaking for subjects. Furthermore, role-playing combined with video will aid subjects in learning.

Role Play

According to Brown (2004:174), role-playing is a popular pedagogical technique in communicative language teaching classes. It freed subjects to be more creative

and stimulated their linguistic output within the constraints imposed by guidelines. Role-playing provided some rehearsal time for subjects to plan out what they would say. Furthermore, it has the effect of lowering anxieties because students can, for a brief moment, assume the personality of someone other than themselves. While the interviewer controlled or "guided" the role-play, it advanced test-takers beyond simple intensive levels to a level of creativity and complexity that approaches real-world pragmatics.

According to Richards (2006:20), role-playing is an activity in which subjects are assigned roles and improve a scene or exchange based on information or clues provided. The teacher provides information to subjects in role-play activities, such as who they are and what they think, feel, or should express. Furthermore, subjects bring items to class in order to create a realistic environment that reinforces the scene to be shown. If a student is acting as the host, he or she should bring a microphone. As a result, subjects will become more creative in order to create a realistic environment for teaching and learning. As a result, the teacher employs media to set the scene and role-play subjects.

This study is based on Richards' (2006:20) theory, which states that role-playing is an activity in which subjects are assigned roles and improve a scene or exchange based on information or clues provided. Subjects in this study will be assigned a situation based on the topic. Furthermore, they must select one of the given roles related to the situation. They have conversations and act out the roles that have been assigned to them in front of the class. As a result, role-playing gives subjects more opportunities to practice their

speaking skills by simulating real-life scenarios with greater self-confidence.

A Conversation Script

According to Martin (2011:9), a conversation script is a complete medium that can assist subjects in improving their speaking ability. The purpose of using media as teaching resources or tools is to improve the teaching of curriculum content, which is almost always in the hands of teachers. It is often the first step in incorporating media into curriculum development in schools and other learning institutions. As a result, in relation to the current study, the researcher employs a conversation script-based video shooting activity.

A conversation script is a set of dialogues that can be used in various contexts of communication (Clark Felice, 2021). Subjects can improve their speaking skills by using conversation scripts, and as a result, they will be able to communicate in social situations. It is advantageous to subjects because it allows them to engage in social communication exchanges. When they communicate effectively, they improve their language, social pragmatics, play skills, and self-help abilities.

Self-reflective video recording is widely recognized as a desirable learner attribute that can induce deep learning (Chau and Cheng, 2009). The use of videotaping or shooting activities on speaking subjects in language learning has several advantages: First, the subjects can see their own and their friends' appearances. When the performance activity being videotaped is completed, the researcher will play the videos and provide direct feedback to the subjects. As a result, it can be interpreted that by engaging in video shooting

activities, they will be able to easily recognize and learn from their mistakes when speaking English. Second, teachers can use videos to help students become better English speakers.

Using a conversation scripts-based video shooting activity can be a medium for subjects of every age to learn to speak reliably. A script contains questions and comments that a student would need to say in specific social situations such as asking to go to the bathroom, playing with Legos during free choice time, or how to ask a friend to play ball with them at recess (Clark Felice, 2021). Odhabi & Nicks-McCaleb (2009) say that media technologies allowed users to record audio and video by using video cameras in lecture halls and other learning environments.

Using a conversation script-based video shooting activity can help subjects of all ages learn to speak consistently. A script includes questions and comments that a student would need to say in specific social situations, such as asking to use the restroom, playing with Legos during free choice time, or asking a friend to play ball with them at recess (Clark Felice, 2021). According to Odhabi and Nicks-McCaleb (2009), media technologies enabled users to record audio and video in lecture halls and other learning environments using video cameras.

The current study employs conversation scripts adapted from YouTube conversations. Furthermore, the conversation script's content is related to the material discussed with the subjects. Furthermore, the use of video shooting activity is a media that can show subjects' errors in speaking English, allowing it to be improved and optimized in test activities and daily life. Finally, the video shooting

activity based on conversation scripts can help subjects improve their speaking skills.

RESEARCH METHOD

The Subjects of the Study

The subjects of the study were 30 seventh-grade H students from SMP Wisata Sanur in the academic year 2021/2022. They were chosen for the study because they performed poorly in English. These subjects struggled with vocabulary, grammar, pronunciation, and fluency. They were also insecure when speaking English. To solve the problems, a conversation scripts-based video shooting activity was used.

Research Design

A classroom action research (CAR) design was used in this study. According to Kemmis and McTaggart in Burns (2010:8), classroom action research has four stages in the research cycle. The first step is "planning," which is the process of identifying a problem or issue and developing a plan of action to improve a specific area of the research context. The second step is called "action," and it is where the researcher conducts the research by teaching and learning in the school. The third step is "observation," in which the researcher observes the effects of the action. The fourth step is "reflection," in which the researcher assesses the impact of the action.

Research Instrument

When conducting classroom action research, critical data is required to determine the improvement of the subject's speaking skills. There were two instruments used: instrument A was a test used to measure the students' speaking skills after and before the conversation scripts-based video shooting activity was applied, and instrument B was a questionnaire used to determine whether the conversation scripts-based video shooting activity influenced students' learning intention and motivation to improve their speaking skills.

Data Analysis

The data were analyzed descriptively. The learning achievement of the subject is an assessment reference used by the researcher to assign a score to the subject. To determine the subject's learning achievement after being taught to speak in English with a conversation scripts-based video shooting activity, entire scores were collected into the subjects' learning achievements at SMP Wisata Sanur, namely excellent, good, sufficient, and poor. The excellent subject received a score of 100-93. Meanwhile, in good, subjects should aim for a score of 92-83. Furthermore, the adequate and poor scores are 82-75 and 74-0, respectively. The success indicator in this study was when the subject under study had 75. Therefore, the research could be considered as successful and it could be ended.

FINDING

The implementation of the role-play technique with conversation scripts-based video shooting activity in this study was able to show improvement based on the mean scores obtained from each test given to the subjects. According to the results, the mean score of the pre-test was 53. The findings revealed an improvement in the mean scores of each test. The mean pre-test

score was 53, and three subjects received the minimum passing grade of 75, while 27 did not. Furthermore, in post-test 1, the mean score of 63. 10 subjects were able to get the minimum passing grade at SMP Wisata Sanur and there were 20 subjects who had not passed the minimum passing grade. Crucial improvements in students' speaking skills can be seen in Figure 1.
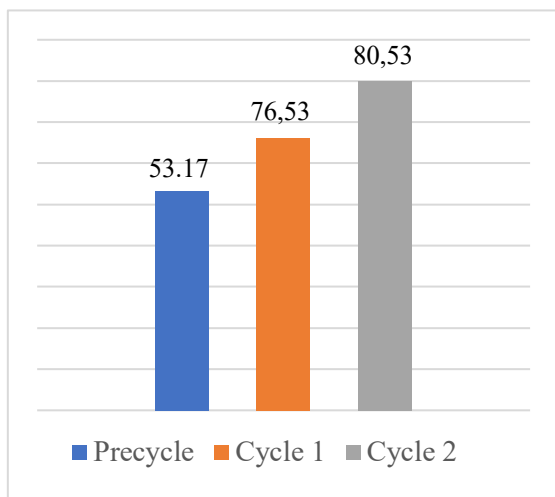

Figure 1. Effectiveness of Conversation Scripts-based Video Shooting Activity

The subjects' achievement gradually improved, and the mean score of post-test 2 was 69, with 15 subjects achieving the minimum passing grade and 15 subjects failing to achieve the minimum passing grade. The mean score of post-test 3 increased as well. The total mean score of post-test 3 was 77, with 22 subjects scoring higher than the minimum passing grade and 8 subjects failing to score higher than the minimum passing grade.

On the other hand, the mean score of post-test 4 improved as well. The total mean score on post-test 4 was 84, with 26 subjects achieving more than the minimum passing grade in SMP Wisata Sanur, and 4 subjects failing the minimum passing grade. Furthermore, the researcher evaluated all tests administered to subjects,

including the pre-test, post-test 1, post-test 2, post-test 3, and post-test 4. Furthermore, the level of learning achievement of subjects was determined through the use of the role-play technique with conversation scripts-based video shooting activity.

The effectiveness of using the role-play technique with conversation scripts-based video shooting activity was 53 in the Pre-cycle. Then, in Cycle 1 of 66, there was an improvement. Meanwhile, the improvement continued in Cycle 2 of 80. Furthermore, in Pre-cycle, the percentage of achievement was 27 percent. According to the situation during the research at SMP Wisata Sanur in VII H class, the percentage improvements occurred in Cycle 1, which was 33%, and the improvement continued in Cycle 2, which was 40%. Furthermore, this technique was deemed effective based on the responses of the subjects. Figure 2 shows the responses of the subjects.
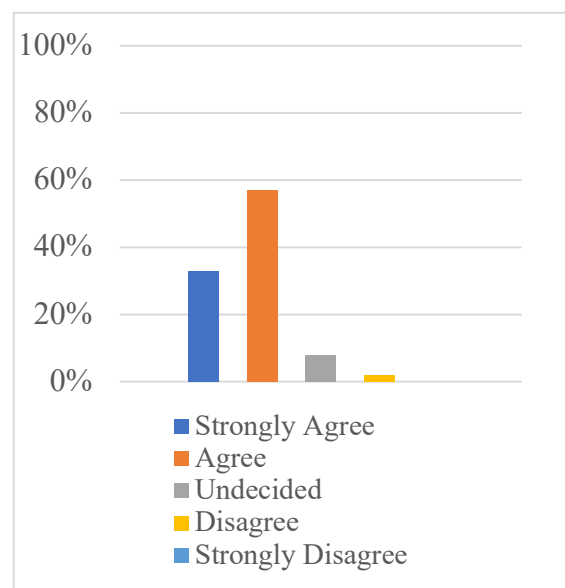

Figure 2. Subjects' Responses to Conversation Scripts-based Video Shooting

In this study, the graph above showed the percentage of subjects' responses to the role-play technique with conversation scripts-based video shooting activity. In

this study, the researcher used a questionnaire to determine the response of subjects by implementing the role-play technique with conversation scripts-based video shooting activity in learning to speak English. The subjects were given a questionnaire with ten questions in Bahasa Indonesia.

Figure 2 shows that the percentage of people who strongly agree is 33%. Furthermore, the percentage of people who agree is 57 percent. Meanwhile, the percentages of undecided, disagree and strongly disagree were 8%, 2%, and 0%, respectively. Based on the percentages in figure 2, it is possible to conclude that the majority of subjects strongly agree and agree with the implementation of the role-play technique with conversation scripts-based video shooting activity in learning to speak English.

Discussion

Classroom Action Research was a successful medium for improving the quality of English teachers' instruction and students' achievement in learning English in the classroom. As a result, the processes involved in identifying and developing a topic for this research were described. The research procedure must be clear when it is carried out. Furthermore, it should be done in a logical and orderly manner. The research procedure refers to the activities that were used during the teaching and learning process in an online classroom that used Whatsapp. The teaching-learning process in this online classroom action research was cyclical, with some cycles.

Some of the subjects already knew how to speak English with correct pronunciation and grammar after using the role-play technique with a conversation scripts-based video shooting activity. Vocabulary mastery had improved, and speaking was much more fluent than before the study. The researcher explained the material using a powerpoint presentation. They were more engaged and focused during the teaching and learning process, and they paid closer attention to the researcher who explained the materials in the classroom. Furthermore, they were more active in answering some of the researcher's questions and enjoyed the classroom lesson.

By the end of cycle II, the subjects could communicate in English with improved pronunciation and grammar. They were able to speak English more fluently and with a larger vocabulary. When the role-play technique with conversation scripts-based video shooting activity was used and they enjoyed the lesson, they were more active in the teaching-learning process. As a result, the current classroom action research could be terminated because the subjects met the previously determined success indicator.

Furthermore, in the current study, there are two factors that improve subjects' scores: internal factors and external factors. The internal factor is the subject's eagerness to learn English through the use of the role-play technique with conversation scripts-based video shooting activity. The questionnaire shows that the majority of the subjects responded positively to the implementation of the role-play technique with conversation scripts-based video shooting activity in improving speaking skills.

Meanwhile, using a role-play technique with conversation scripts-based video shooting activity in learning to speak English can improve subjects' speaking skills. The effectiveness and percentage of implementation of the role-play technique of conversation scripts-based video shooting activity in this study can be seen in figure 1. It is explained that the Pre-

effectiveness Cycle's mean score is 53 with a percentage of 27 percent. Cycle I shows an improvement with effectiveness or mean score of 66 and a percentage of 33%. In addition, the effectiveness or mean score of Cycle II is 80, with a percentage of 40%.

Based on what happened while this research was being conducted, using conversation scripts-based video shooting activity as a media, when the researcher played the subjects' practice video and the subjects watched it, it could improve the subjects' enthusiasm and allow them to identify and correct their mistakes in speaking and role-playing. Based on the findings of this study, it can be stated that the seventh-grade students at SMP Wisata Sanur in the academic year 2021/2022 could improve their speaking skills through a role-playing technique with a conversation scripts-based video shooting activity.

CONCLUSION AND SUGGESTION

Based on the data presented above, it is possible to conclude that the speaking skills of SMP Wisata Sanur seventh-grade students in the academic year 2021/2022 could be improved by implementing a role-playing technique with the conversation scripts-based video shooting activity. Furthermore, they will improve their speaking skills, particularly in speaking with better pronunciation, grammar, and a large vocabulary, as well as speaking English more fluently. Furthermore, the subjects responded positively to the implementation of the role-play technique with a conversation scripts-based video shooting activity that was used to improve their speaking skill in the teaching-learning process. They also became enthusiastic about the teaching-learning process of speaking. Furthermore, a role-play technique with conversation scripts-based video shooting activity could successfully improve seventh-grade students' speaking skills.

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