THE INFLUENCE OF STUDENTS' VIDEO PRODUCTION ON SPEAKING ABILITY
(A Study based on *Subak* Cultural Landscape)

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ABSTRAK

This present study used a pre-experimental one group pretest-posttest design in which either a single group or multiple groups were observed subsequently to some agent or treatment presumed to give change. The undertaking research was mainly intended to find out whether or not students' video production based on *Subak* Cultural Landscape influenced the speaking ability at the eighth grade students of SMP Negeri 3 Tampaksiring. The students were required to make some groups consisting of 8-9 students and produced their own video related to a material taken from *Subak* Cultural Landscape text book. Meanwhile, the instruments used by the researcher were tests and questionnaire. After obtaining all the required data then the researcher used matched t-test formula to analyze the data. The result of the data analysis showed that, the mean score of pre-test was 43.22 and the mean score of post-test was 51.11. Based on the data calculation, the t-observed was higher than the t-table; therefore, the hypothesis of the study was accepted which meant there was a significant influence of students' video production on speaking ability of the eighth grade students of SMP Negeri 3 Tampaksiring.

Keywords: speaking, video, *Subak* Cultural Landscape

INTRODUCTION

In the international relationship, English speaking plays very prominent roles. The key success of speaking mastery is definitely related to how the process runs. The learning process must be set up as authentically as possible to learners' daily life and future. This notion is based on language attitude, habit formation and situational context. Unfortunately, theory of learning states that high expectation or education system cannot solve the real current problem of speaking mastery. It is actually caused by the people involved in its process. In fact, learners have many problems dealing with speaking mastery. The problems are also found in SMP Negeri 3 Tampaksiring, where the students are able to write, listen and read but if they are required to speak, they only keep silent. It is caused by the teaching learning process is not fun and interesting; furthermore, the methods used in teaching and learning are monotones and the teaching

materials are not related to their real life situation. Another problem faced by the students is that they often feel bored with the classroom situation. They never experience teaching learning speaking outside the classroom. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make similar dialogues. As Setiyadi (2006:19) states that, when a language teacher is very dominant, language learners will be less dominant in learning teaching interaction. Therefore, the teacher should make the learners more active in learning by involving the learners actively in the classroom activities that demand inter-students communication and cooperative efforts.

Considering the location of the school is in one of the tourism areas in Bali, the students in SMP Negeri 3 Tampaksiring are expected to master speaking ability. They are expected to take a part in maintaining and promoting the original cultural uniqueness to which their region belongs to. It becomes one of the reasons why they have to master English speaking ability in order to communicate with foreigners who come to their region. As one of the government junior high school which is located in one of the center of Subak development areas, SMP Negeri 3 Tampaksiring requires their students to take part in keeping the existence of *Subak*. In line with the aim of the study, students' video production is chosen as the most appropriate media in this research. As Ivers and Baron (2010: 12) note that video can make learning more meaningful for students. Integrating video production into classroom activities has many benefits for students. It may encourage collaboration and requires students to be active and constructive. From the statement above, it can be concluded that video production involves students to become active participants. Students' video production also develops a new experience of teaching learning process outside the classroom since the process takes place in the real place situation related to students' real life. The participation of the students in video production will directly extend their knowledge and awareness to the social and cultural environment especially related to *Subak* since the

topic is taken from a text book entitled *Subak* Cultural Landscape as the teaching and learning media. Thus, the research objectives in this study are that the researcher wanted to know the students' achievement in learning speaking using students' video production at the eighth grade students of SMP Negeri 3 Tampaksiring .Then the researcher also wanted to know wether or not there was significant influence of students' video production on speaking ability at the eighth grade students of SMP Negeri 3 Tampaksiring?

RESEARCH METHOD
Research Design

The present study made use a one–group pretest-posttest design. In this design, a single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. This design is usually used to find out the impact of one variable to another variable. In this research design, a pre-test was taken first to establish baseline knowledge or students' initial speaking ability, then a post-test was conducted after a treatment to find out the changes of the outcome. Clearly, the research design can be formulated as follows:

O1 ⟶ **X** ⟶ **O2**
(Pre-test)   (Treatment)   (Post-test)
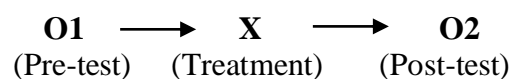
Pre-test was administered to measure the pre-existing English speaking ability of the students. In this present study, pre-test was constructed in the oral production test using pictures description. The students were given some pictures related to rice field then they were required to describe those pictures orally using their own words. Their performances were assessed by using a 1- 5 - scaled scoring rubric.

Based on the research design of this present study, the treatment was given after conducting pre-test. The students were given *Subak* Cultural Landscape textbook. They were required to read the book and gather any information related to *Subak* system. In the next meeting, the researcher explained some materials related to *Subak* system, water temples, and some activities in the rice field. The students were expected to ask some questions related to the explained materials. Then, the researcher explained the procedures of video production based

on *Subak* Cultural Landscape. The students were required to manage themselves to create a video based on the information described in the book. Post-test was conducted after the treatment. It was aimed at measuring the students' English speaking ability after the treatment given. Similar with pre- test, the post-test was constructed in the form of oral production test using pictures description. The students were given some pictures related to *Subak* and they were required to describe the pictures in English orally. Students' performances were assessed by using a 1- 5 - scaled scoring rubric.

After obtaining the data of pre-test, post-test, and questionnaire, the researcher analyzed the result and compared them. Comparing the result of pre-test, post- test and questionnaire aimed at finding out whether or not the treatment influenced the achievement of students' English speaking ability.

Population and Sample

This research was conducted at the eighth grade students of SMP Negeri 3 Tampaksiring which consisted of 6 classes. Since the population in this pre- experimental research consisted of six classes, VIII-A to VIII-F, it was impossible for the researcher to conduct population study due to her limitation of knowledge, time and finance. It was assumed that each class has similar and homogenous characteristics. In this research, class VIII-E which consisted of 36 students with 18 female and 18 male was chosen as the sample. It was believed that though only one class was chosen, the result of the research may represent the whole population.

Research Instrument

The tests consisted of pre-test and post-test. Pre-test was conducted before the treatment in order to obtain information of the students' pre-existing speaking ability. Meanwhile, post-test was used to examine the speaking ability of the students after the treatment. Pre-test and post-test were conducted in the form of oral production test using pictures description. The students were required to describe the picture given according to their own knowledge and ability. The researcher rated their ability by using a scoring rubric which was intended to measure every component of oral production, such as: pronunciation, grammar, vocabulary,

fluency and comprehension. The rating scale used by the researcher was 1-5 which was adopted from Brown (2004: 157)

Questionnaire was used to figure out the relevant information about the students' changing learning behavior, attitudes, and their motivation after they were taught speaking by using students' video production based on *Subak* Cultural Landscape. The questionnaire was constructed in form of statements followed by five options: 1. SS *(Sangat Setuju)* means Strongly Agree; 2. S *(Setuju)* means Agree; 3. R *(Ragu-ragu)* means Uncertain; 4. TS *(Tidak Setuju)* means Disagree; 5. STS *(Sangat Tidak Setuju)* means Strongly Disagree (Sugiyono, 2012: 108). The questionnaire was written in Indonesian to avoid confusion and misunderstanding.

Data Collection

There were three kinds of collected data in this research in form of raw scores. First, pre-test score which indicated the initial condition of students' English-speaking ability. Second, post-test score which indicated the students' English speaking ability after the treatment

conducted. Third, questionnaire which was administered in order to find out the response of the students after the treatment was conducted.

Data Analysis

The data obtained from pre-test and post-test were analyzed by using matched t-test to know whether students' video production based on *Subak* Cultural Landscape gives any essential influences on the students' speaking ability. In relation to the problem formulation, technique of data analysis presented some analysis to find out the result of this research. The scoring rubric to assess the students' performance in speaking skill is adapted from Brown (2004: 157).

FINDING

The Result of Pre-test

Pre-test was conducted in one meeting before teaching the students. According to the obtained data of pretest, the highest score was 68 and the lowest score was 20. There were three students who were categorized as sufficient level, meanwhile; most of the students were categorized as insufficient level. The mean score of pre-test (X_0) can be calculated as follows.

$$X0 = \frac{\Sigma x}{N} = \frac{1556}{36} = 43.22$$

The result of Post-test (O2)

After teaching, then posttest was given to the students. Similarly with the pre-test, the students were given post-test in the form of oral production test using pictures description. After obtaining the data by using speaking scoring rubric, the post-test scores are presented as follows.

Based on the obtained data of posttest then it is known that the mean score of post-test (X1) can be calculated by the following formula.

$$X1 = \frac{\Sigma x}{N} = \frac{1840}{36} = 51.11$$

The difference (Dx) of pre-test mean score (X0) and post-test mean score (X1) can be calculated as the following.

$$Dx = X1 - X0$$
$$= 51.11 - 47.22$$
$$= 3.89$$

The difference of mean score was needed in the matched t-test formula in order to test the hypothesis of this present study. After obtaining and analyzing the data of pre-test and post-test scores, the researcher compared the score between pre-test and post-test in order to measure the difference score before and after the treatment conducted. The data was presented as the following. From the data calculation, the researcher found that the t-observed was 4.63. The hypothesis can be tested by comparing the result of t-observed and t-table. The criteria of hypothesis presentation are described as the following. If t-observed is higher than t-table, it means that there is a significant influence of students' video production on speaking ability of the eighth grade students of SMPN 3 Tampaksiring.

In order to determine whether t-observed was statistically higher or lower than the t-table, the researcher had to find out the degree of freedom (*df*). The *df* value was taken by using the following formula.

$$df = N - 1$$
$$= 36\text{-}1$$
$$= 35$$

The t-observed for *df* 35 in the t-table is 2.03 (Sugiyono, 2007: 372) with the significant level at 0.05. It showed that the t-observed 4.63 was higher than the t- table 2.03.

The result of Questionnaire

In this research, the questionnaire was constructed in form of statements followed by five options: 1. SS *(Sangat Setuju)* means Strongly Agree; 2. S *(Setuju)* means Agree; 3. R *(Ragu-*

ragu) means Uncertain; 4. TS *(Tidak Setuju)* means Disagree; 5. STS *(Sangat Tidak Setuju)* means Strongly Disagree. The result that was considered as the additional data required for the present study was analyzed descriptively in the form of comparative percentages. The obtained data showed the students' total score for the items of the questionnaire are described below.

The obtained data required for the present study was analyzed descriptively in the form of comparative percentages. In order to find out the percentages of the result of each items, the researcher used the following formula.

$$1. Total\ Precentage\ of\ item\ SS = \frac{730}{1469} x\ 100\% = 49.69\%$$

$$2. Total\ Precentage\ of\ item\ S = \frac{516}{1469} x\ 100\% = 35.13\%$$

$$3. Total\ Precentage\ of\ item\ R = \frac{179}{1469} x\ 100\% = 12.19\%$$

$$4. Total\ Precentage\ of\ item\ TS = \frac{44}{1469} x\ 100\% = 3.00\%$$

Due to limited space here, the detail calculation of students' responses is not stated.

The result of the analyzed questionnaire scores showed the comparative percentage of 49.69%, 35.13%, 12.19%, 3.00 for the total responses of the questionnaire items of checklist, SS, S, R, TS. These findings obviously showed that 49.69% of the total participants really agreed with the treatment, 35.13% of the total participants agreed with the treatment. Furthermore, there were 12.19% of the total participants were not sure with the treatment and only 3.00% participants disagreed with the treatment. The comparative percentages of the items of the questionnaire undoubtedly, indicated the students' positive responses in English speaking ability.

CONCLUSION

Regarding to the achievement of the students in speaking ability, it was found that before the treatment the mean score of pre-test was 43.22. However, after the treatment was conducted, the data analysis showed that the students' range ability of post-test was 51.11. The difference between pre-test and post-test mean score was 3.89. It showed that there was a different achievement on speaking ability before and after the treatment using students' video production. Students' mean score in post-test was higher than pre-test; it meant that the achievement of the students increased after the treatment. In order to find out whether the

influence was significant or not, the researcher used t-test formula. From the calculation, the researcher obtained that t- observed was 4.63 and the t-table was 2.03. It was shown by the result of the t-test, in which the t-observed (4.63) was higher than the t-table for *df* 35 (2.03) with the significant level of 0.05. Since the t-observed was higher than the t-table, the hypothesis of this research was accepted. Based on the result of data analysis and data interpretation relating to the conducted research, the researcher concluded that there was a significant influence of the video production on the students' English speaking ability. Furthermore, the result of questionnaire showed that the percentages of item SS which means *Sangat Setuju* (Strongly Agree) was the highest among the other. It can be concluded that all of the students really agreed with the treatment using students' video production based in *Subak* Cultural Landscape.

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