THE INFLUENCE OF DAILY LIFE LEARNING SYSTEM THROUGH VIDIO SHOOTING ON ENGLISH SPEAKING PERFORMANCE

I Ketut Wardana
English Education Study Program, Faculty of Teacher Training and Education,
Mahasaraswati Denpasar University
wardanak3tut@yahoo.co.id

ABSTRAKSI

Tujuan penelitian ini untuk mengetahui tingkat pengaruh sistem pembelajaran berbasis konteks kehidupan sehari-hari melalui perekaman vidio terhadap kemampuan berbicara bahasa Inggris. Desain penelitian menggunakan pendekatan pra-eksperimen dengan model tes awal-tes akhir kelompok tunggal. Siswa SMPN 3 Kuta Selatan merupakan sumber data yang dikumpulkan melalui metode *probality random sampling* dengan jumlah sampel 36 peserta didik dari 6 kelas yang ada. Tes awal berupa unjuk kerja berbicara bahasa Inggris diberikan untuk mengetahui kemampuan awal mereka. Kemudian diberikan perlakuan dengan model pembelajaran yang inovatif melalui perekaman vidio yang mana materinya mengacu pada konteks kehidupan nyata. Untuk mengetahui pengaruh model pembelajaran terhadap kemampuan siswa, mereka diberikan tes akhir berupa unjuk kerja. Berdasarkan pengamatan hasil, penelitian ini menunjukan nilai rerata tes awal hanya 43.22 dan nilai rerata pos tes untuk mengukur tingkat keefektifan tindakan adalah 51.11. Dengan menggunakan t-test dapat ditemukan bahwa *t-observed* dengan tingkat signifikansi 0.05, yaitu 4.63 lebih tinggi dari *t-table* yaitu 2.03, maka hipotesa penelitian ini diterima yaitu sistem pembelajaran berbasis kehidupan sehari-hari melalui perekaman vidio memiliki pengaruh yang signifikan terhadap kemampuan berbicara bahasa Inggris siswa. Ini dapat diperkuat dari data tambahan hasil wawancara dan kuesioner yang mana mereka merasa proses pembelajaran lebih menarik dan menantang.

Kata Kunci: pembelajaran otentik, kontekstual, komunikatif

INTRODUCTION

The key success of speaking mastery is definitely related to how the process runs. The learning process must be set up as authentic as possible to learners' daily life and future. This notion is based on language attitude, habit formation and situational context. Unfortunately, theory of learning, 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 SMPN 3 Kuta Selatan, 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. 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.

In line with the aim of the study, student's daily life learning system which is documented in video production is chosen as the most appropriate media in this research. As Ivers and Baron (2010: 12) note that video can make the 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, this study is conducted to video production involves students of SMPN 3 Kuta Selatan to become active participants. Students' video production also develops a new experience of teaching learning process outside the classroom since the process are taken place in the real place and situation related to students' real life. The participation of the students in video production will directly extend their knowledge and awareness to the daily life learning system.

Thus, the research problem can be formulated as follows: 1) to what extent is preexisting English speaking ability of the students of SMPN 3 Kuta Selatan on?; 2) is there a significant influence of students' video production based on daily life learning system on their speaking ability? This research is aimed at finding out the students' achievement and participation in learning speaking using video production based on daily life learning system on speaking ability at the eighth grade students of SMPN 3 Kuta Selatan in academic year 2013/2014. Theoretically, the findings are really expected to strengthen the existing similar research findings with more empirical evidences in determining the influence of students' video production on speaking ability. Practically, the findings of the present study are intended to know the influence of vidio shooting based on daily life learning system on student's speaking ability. For teachers, the result of this study is directly intended to provide more feedback on the purpose of students speaking ability.

MATERIALS AND METHODS

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 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:

Table 1
Model of a one –group pretest-posttest

O1	X	O2
(Pre-test)	(Treatment)	(Post-test)
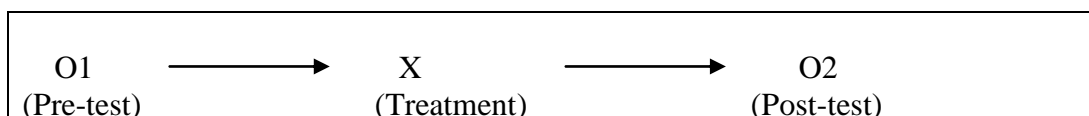
Pre-test was administered to measure the pre-existing English speaking ability of the students in the oral production test using pictures description. The students were given some pictures related to close environment then they were required to describe those pictures. Their performances were assessed 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. In the next meeting, the researcher explained some materials related to *Daily life learning* system. The students were required to manage themselves to create a video based on the information describe places.

The post-test was constructed in the form of oral production test using pictures description. 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.

This research was conducted at the eighth grade students of SMPN 3 Kuta Selatan in academic year 2013/2014, which consisted of 3 classes. Since the population in this pre-experimental research consisted of tree classes, VIII which consisted of 36 students with 18 female and 18 male was chosen as the sample. It was believed that the result of the research may represent the whole population. This research was conducted from January 2, 2014 to January 20, 2014 at the eighth grade students of SMPN 3 Kuta Selatan.

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 *Daily life learning* 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.

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. The data obtained from pre-test and post-test were analyzed by using matched t-test to know whether students' video production

based on *Daily life learning*. The scoring rubric to assess the students' performance in speaking skill is adapted from Brown (2004: 157).

DATA FINDING

The result of Pre-test

Table 2

Tabulation of Data Showing Difference between Pre-test and Post-test Score

Pre-test was conducted on January, 6th 2014 and taken in one meeting. N = 36	Total (Σx) = 1556	N = 36	Total (Σx) = 1840

According to the presented data, the highest score was 68 and the lowest score was 20. There were three students who categorized as sufficient level, meanwhile; most of the students were categorized as insufficient level. The mean score of pre-test (X0) can be calculated as follows.

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

The result of Post-test (O2)

The post-test was conducted on January, 20th 2014. 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 by the following tabulation.

Based on the tabulation of data that was presented, the mean score of post-test (X1) can be calculated by the following formula.

$$X1 = \frac{\sum X}{N} = \frac{1840}{36} = 51.11$$

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

$$\begin{aligned} Dx \quad &= X1 - X0 \\ &= 51.11 - 47.22 \\ &= 3.89 \end{aligned}$$

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.

Table 3

Tabulation of Data Showing Difference between Pre-test and Post-test Score

NO	Students	Pre-test Score (O1)	Post-test Score (O2)	D	D^2
	Σ	1556	1840	284	3120

The individual difference score (D) were obtained by calculating the individual difference score of pre-test and post-test. The total of individual

difference score was 284. Furthermore, the sum of squared difference score (D^2) was 3120. Those data were needed in the calculation of matched t-test formula.

After obtaining all the data needed, the next step was testing the hypothesis. As mentioned in the previous chapter, the hypothesis is stated as follows: there is a significant influence of students' video production based on *Daily life learning* Cultural Landscape on speaking ability at the eighth grade students of SMPN 3 Kuta Selatan. In order to find out the answer of the hypothesis of this present study, the researcher tested the hypothesis by using matched t-test formula as the following.

$$\text{t-observed} = \frac{Dx}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

Since all of the data have been gathered by the researcher, the t-test formula can be calculated as the following.

$$\text{t-observed} = \frac{3.89}{\sqrt{\dfrac{3120 - \dfrac{(284)^2}{36}}{36\,(36-1)}}}$$

$$= \frac{3.89}{\sqrt{\dfrac{3120 - (2240.4)}{36\,(36-1)}}}$$

$$= \frac{3.89}{\sqrt{\dfrac{3120 - 2240.4}{1260}}}$$

$$= \frac{3.89}{\sqrt{\dfrac{879.6}{1260}}}$$

$$= \frac{3.89}{\sqrt{0.70}}$$

$$= \frac{3.89}{0.84}$$

$$\text{t-observed} = 4.63$$

From the calculation above, 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 Kuta Selatan. 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.

$$df = N - 1$$
$$= 36-1$$

= *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. 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 tabulated as the following.

Table 4

Tabulation of Data Showing the Students' Responses in Learning English Speaking using Students' Video Production

Students	Scores				
	SS (5)	S (4)	R (3)	TS (2)	STS (1)
Total	730	516	179	44	-
Total SS+S+R+TS+ STS	1469				

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. $Total\ Percentage\ of\ item\ SS = \frac{730}{1469} \times 100\% = 49{,}69\%$

2. $Total\ Percentage\ of\ item\ S = \frac{516}{1469} \times 100\% = 35{,}13\%$

3. $Total\ Percentage\ of\ item\ R = \frac{179}{1469} \times 100\% = 12{,}19\%$

4. $Total\ Percentage\ of\ item\ TS = \frac{44}{1469} \times 100\% = 3{,}00\%$

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.

DISCUSSION

After computing the data into the t-formula, the value of t-observed was 9.40. The t-observed for *df* 35 in the t-table with the significant level at 0.05. It showed that the t-observed (4.63) was higher than the t-table (2.03). It means that

the hypothesis of the research was accepted. In order to answer the research problems about the students' achievement and motivation, the researcher used the result of the tests and questionnaire. There was a significant difference between the score of pre-test and post-test. It also meant that the students' achievement increased after the treatment.

Based on the result of questionnaire, 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. Moreover, the comparative percentages of the chosen items of the questionnaire undoubtedly, indicated the students' positive responses in English speaking ability.

Picture 1. Ducumentation of vidio shooting based on daily life learning system out side of the class room

CONCLUSION AND SUGGESTION

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 daily life learning system.

In accordance with the results of the study that have been stated on the conclusions above, there are several things are suggested as the following:
The teachers are expected to apply the similar technique in teaching and learning process in order to develop an authentic learning. It is suggested to the students to develop their English speaking ability since it is one of the most important ability to be mastered. SMPN 3 Kuta Selatan is suggested to develop an outside classroom teaching and learning process since it can be a fun and interesting model of teaching and learning since the nature becomes the venue of learning; therefore, the students can directly show the real objects to be learnt.

REFERENCES

Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Chris, and Razavieh, Asghar.2010. *Introduction to Research in Education.* Eighth Edition. USA: Wadsworth Cengange Learning.

Best, J.W. 1998. *Research in Education*. United State of America: Allyn and Bacon.

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition).* White Plains, NY: Pearson Education.

Brown, H. Douglas. 2004. *Language Assessment*: *Principles and Classroom Practices.* Longman: Addison Wesley Longman, Inc.

Chastain, Kenneth. N.D. *Developing Second-Language Skills: Theory to Practice.* University of Virginia: Chicago.

Fulcher, G. and Davidson. 2007. *Language Testing and Assessment.* London and New York: Routledge.

Harmer, Jeremy. 2001. *The Practice of Language Teaching (Third Edition).* England: Longman.

Heaton, J.B. 1988. *Writing English Language Test.* London and New York: Longman.

Hidayah, Nurul. (2008/2009). *The Effect of English Speaking Club (ESC) towards the Students' Speaking Ability for the Second Year Students of SMA NW Pancor in the School Year of 2008/2009.* Pancor: Tidak Dipublikasikan

Luoma, Sari.2009. *Assessing Speaking*. Cambridge: Cambridge University Press.

Mistayasa, Ketut. (2009/2010). *Teaching Listening Comprehension Ability through Audio Video Aids to the Eight Grade Students of SMP Harapan Denpasar in the Academic Year 2009/2010.* Denpasar: Tidak Dipublikasikan

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. New York: Cambridge University Press.

Richards, Jack C. and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

Richards, Jack C. and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching (Second Edition)*. New York: Cambridge University Press.

Sugiyono. 2012. *Metode Penelitian Administrasi.* Bandung: Alfabeta.

Sugiyono. 2013. *Metode Penelitian Pendidikan.* Bandung: Alfabeta.

Thornburry, S. 2005. *How to Teach Speaking*. England: Cambridge University Press.

Wahab, Yanti Fadila. (2011/2012). *The Influence of Using Video on the Students' Speaking Ability in Procedure Text (An Experimental Study at the Tenth Grade of SMAN 3 Tasikamalaya.* Tasikmalaya: Tidak Dipublikasikan