BOOSTING STUDENTS' SPEAKING SKILL IN THE PANDEMIC ERA USING PROBLEM BASED LEARNING VIDEO

I Gusti Ayu Dwi Pradnyandari Pinatih[1], Putu Kerti Nitiasih[2], Luh Gd Rahayu Budiarta[3], Ni Luh Putu Era Adnyayanti[4]

[1,2,3,4] Ganesha University of Education
[1] igustiayudwipradnyandaripinati03@undiksha.ac.id, [2] kertinitiasih@undiksha.ac.id,
[3] rahayu.budiarta@undiksha.ac.id, [4] era.adnyayanti@undiksha.ac.id

Abstract

Speaking is one of four skills which quite difficult to teach in the pandemic era. The implementation of a learning video in speaking class become one solution that can used to make teacher easier to tech speaking to students. The study aimed to determine the video used as a learning media in boosting students' speaking skills in the pandemic era. This research used quasi experimental design which applied one pre-test and post-test group. The group got two different treatments at once. The subject was students in the fifth-grade elementary school. To collect the data, the instruments used included video, pre-test, and post-test. All of the data which obtained were calculated using the SPSS 20 version. Data statistics showed that the mean score were improved from pre-test (63.23) to the post-test (84.52). After the normality and homogeneity test, the data obtained were categorized as a normal and homogeny. In addition, according to the data analysis, it found that the null hypothesis was rejected which mean that the used of educational learning video was very effective for boosting and improving students' speaking skills.

Keywords: Video, Speaking Skill, PBL

INTRODUCTION

English is the most important language that students need to learn as early as possible as an international language (Moh Saleng et al., 2014). Nowadays, since the existence of the Covid-19 pandemic, teaching English to young learners had become increasingly difficult. The first Covid-19 case was confirmed in Indonesia at the beginning of March 2020. This pandemic had a wide-ranging impact on many sectors, including education. As a result, all levels of schools were forced to close temporarily. Here, students and teachers were no longer to come and conduct any school activities. Remote learning was used to deliver all types of materials. Remote learning was best suggested to be used in order to prevent many people to become infected with the coronavirus.

In line with remote learning, the government developed a program to ensure that students continue to learn during a pandemic (Febriani et al., 2020). The government developed a *Belajar dari Rumah Series* program for early childhood education and elementary school education via learning videos that were broadcasted on *Television Republik Indonesia or TVRI* (Kemdikbud, 2020). However, since it was too general and there was no specific English video for the young learner, this solution was assumed less effective. In addition, an online education has also been implemented. Teaching and learning process in an online way need an internet access. It is the way teacher and students conduct the learning process.

In teaching English for young learner, it is important to introduce them about the four basic English skills like writing, listening, reading, and speaking. Those all basic skills are important each other. However, the fact shows that in communication, speaking is the most important skill. Purnamawati et al. (2015) defined speaking as an interactive oral communication process to express an idea, to feel and to share information with others. As we know that the purposed of learning English is to make the learner being fluently and accurately in speaking. Towards a good speaking ability, students were expected to be able to implement English in the daily life and use to communicate in the learning process (Muslem et al., 2017). However, this expectation goes hand in hand with several problems for learners during the online learning.

Through online learning, students did not show a great attention and interest in learning. Students show that studying English is difficult for them moreover it was done remotely. Furthermore, students are rarely given the opportunity to practice their public speaking skills. Based on that problem, teacher as a learning facilitator should facilitate what students need in the learning process especially in the pandemic situation. Teacher needs to provide interesting media to deliver the materials. It aimed to increase students' attention toward the learning and give them opportunity to practice their speaking skill while learning in an online way. To overcome those problems, it needed an innovation learning media that can attract young learners' attention to the material as well.

The utilization of a learning video in online teaching and learning process was a great solution in the pandemic era. Learning video was chosen because video is one of the learning media that presents a great audio-visual look to deliver the material and video provides a real learning model that helps students learn in a realistic situation (Yükselir & Kömür, 2017). Especially by using video based on problem based learning as one of the scientific methods in the 2013 curriculum. Problem Based Learning method is a learning process that uses real problems in everyday life and it focuses on problem identification and problem-solving skills (Othman & Shah 2013).

METHOD

This was a quantitative research which used quasi-experimental design as the methodology. Specifically this current research employed one group pre-test and post-test design. The population of the current study consisted of SD Negeri 2 Banyuning students. Further, this study's sample consisted of fifth-grade elementary school students. Since, the study employed a single pre-test-post-test design, it meant that the current study only used one participant group namely experimental group. The group would get two different treatments at once. Firstly, students will be given the first treatment where students do not get special treatment toward the learning video used. Here the researcher will conduct a pre-test to assess their knowledge. After that students will be given the second treatment where students will be given special treatment toward the learning video used. Then, the post-test was conducted here to ascertain the impact of educational video as a learning media toward students' speaking skill during the pandemic period.

In this research, the researcher utilized speaking test as the data collection tool. The tests were differentiated into two parts such as pre-test (before treatment) and post-test (after treatment). In the pretest, it was conducted to find out how well students' speaking skill without the implementation of a learning video. While in the post-test, students will ask to make a short video toward their understanding about the material. Both in the pre-test and post-test, students

will get the same oral test. The data which obtained in the pre-test and the post-test will be calculated using the SPSS 20 version.

RESULTS AND DISCUSSION

Results

Table 1. Students' speaking scores

Name	Pre-test	Post-test
Students 1	64	84
Students 2	61	89
Students 3	62	85
Students 4	71	87
Students 5	59	80
Students 6	68	81
Students 7	67	79
Students 8	59	89
Students 9	70	97
Students 10	59	80
Students 11	68	89
Students 12	65	79
Students 13	63	87
Students 14	57	82
Students 15	68	88
Students 16	58	80
Students 17	49	79
Students 18	66	84
Students 19	68	89
Students 20	60	88
Students 21	66	92
Students 22	64	88
Students 23	65	79
Students 24	70	88
Students 25	57	87
Students 26	58	89
Students 27	59	81
Students 28	69	84
Students 29	60	82
Students 30	70	79
Students 31	60	75

The table above shows about the students' speaking scores in the pre-test and post-test. In general, the scores obtained by students before and after being given treatment in the form of learning videos experienced several changes. To see how far of the students' speaking skills improvement, these scores next were calculated by using the formula in the SPSS 20 version. The detail data statistics were calculated as follows:

Data Statistics

Descriptive Statistics

In a study, it is important to present a description of the data to provide an overview of the data. Specifically descriptive statistics has function to provide an overview or description of data through the score of mean, standard deviation, maximum, and minimum. The detail calculations were described in the following table 2.

Table 2. The Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	31	49	71	63.23	5.175
PostTet	31	75	97	84.52	4.905
Valid N (listwise)	31				

According to the table 2 above, it was clear to see the general overview of the data which was obtained. From that the mean score toward the pre-test and post-test were 63.23 and 84.52. Further, the standard deviation both of the pre-test and post-test were 5.175 and 4.905.

Normality Test

To test a data that has been collected is normally distributed or not, a test for normality was conducted to determine the normality of a data. The detail calculated was described in the table 3.

Table 3. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.121	31	.200[*]	.940	31	.083
PostTet	.145	31	.094	.944	31	.107

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table 3 above showed a normality test of student scores. A data can be said to be normal if the significant value is more than 0.05. Based on the results of calculations which using the SPSS 20 version, it has been found the significant values of the pre-test and post-test were 0.200 and 0.94. It can be seen that the significant value obtained is more than 0.005. That means the data that has been collected can be categorized as normal data.

Homogeneity Test

The homogeneity test was a test which conducted to determine that the same variance comes from two or more groups of sample data populations (homogeneous). To check the

homogeneity of the current data, a homogeneity test was conducted. The detail calculated was described in the following table 4.

Table 4. Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.093	1	60	.761

The table above showed a homogeneity test of students' data. A data can be said to be homogeneous if the significant value of the data is greater than 0.05. Based on the table 4, it was clear to see that the data has 0.761 as the significant value. It meant that the significant value obtained was higher than 0.05 and the data used can be categorized as homogeneous data.

One-sample Test

The purpose of conducting a one-sample test was to test whether a certain value is significantly different from the mean of a sample. In addition, this test also aimed for testing the hypothesis of a study. The detail result of the calculation ware describe in the table 5.

Table 5. One-Sample Test

					95% Confidence Interval of the Difference	
One-Sample Test						
			Test Value = 0			
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
PreTest	68.024	30	.000	63.226	61.33	65.12
Postest	95.938	30	.000	84.516	82.72	86.32

Based on the table 5 above, it was clear to see that the t-observed for both pre-test and post-test were 68.024 and 95.938. Further, the degree of freedom the test for both of the pre-test and post-test were 30. Since the significant value (2-tailed) was 0.000, it indicated that it was lower than 0.05. Then, it meant a rejection of the null hypothesis (Ho).

Discussion

In collecting the data, the researcher used pre-test and post-test as the instruments. From the test which conducted in the one pre-test post-test group, the results described that the used of learning video which based on problem-based learning can give an improvement in students' speaking score.

It was clear to see that a major difference existed in students' speaking scores which obtained from the two different treatments. The score obtained increased after got a learning video treatment. Before the treatment was received, students' pre-test mean scores were quite lower which was 63.23. Meanwhile after the treatment was received, the mean of students' post-test scores were improved which was 84.52. It means that the score obtained by students on the post-test (after treatment) were higher than the pre-test (before treatment). Furthermore, the

significant (2-tailed) of the one-sample test was lower than 0.05 and the null hypothesis (Ho) was rejected. Based on these, it is possible to conclude that the use of learning video which based on problem-based learning was effective to improve and boost students' speaking skill score.

This showed the suitability between theory and results of the research which indicated the existence of learning video as one of the learning media, it has a positive impact on boosting students' speaking skills and learning outcomes. The result of the research was supported by a study which conducted by Saleng et al. (2014). In that study, it stated that the use of video media which had a significant and effective effect on posting the students' speaking skills. In addition, it was also in line with study conducted by Fitriyeni (2020) which stated that the positive contribution of using videos in teaching speaking has a positive impact on improving students' understanding. Students prefer to learn from audio visual materials rather than just visual materials.

CONCLUSION

This research conducted to determine the effect of educational learning video as a learning media toward students' speaking skill during the pandemic period. This research utilized one pre-test post-test design to conduct this study. There was only one group which got two different treatments at once. The first treatment was students were taught without using learning video as learning material. The second treatment was students were given learning video as learning material. After each different treatment, students were given two different tests, comprising of pre-test (before treatment) and post-test (after treatment).

The data which got from these tests were calculated by using SPSS 20 version. From the findings, it showed a major difference existed on students' speaking score. The use of the learning video gave greater result for boosting students' speaking skills rather than not using the video as a learning material. The positive contribution of using videos in teaching speaking gave positive impact in boosting the students' speaking ability. Students tended to enjoy watching audio visual materials rather than just visual material used. Moreover, teaching speaking is currently quite difficult since the existence of covid-19 pandemic. The presence of educational learning video as a learning media has been proven to make it easier for students and teachers to teach specifically in speaking.

ACKNOWLEDGMENTS

REFERENCES

Febriani, S. R., Widayanti, R., Amrulloh, M. A., & Mufidah, N. (2020). Arabic learning for elementary school during COVID-19 emergency in Indonesia. *OKARA: Jurnal Bahasa Dan Sastra*, *14*(1), 67. https://doi.org/10.19105/ojbs.v14i1.3194

Fitriyeni, T. W. (2020). Improving Students' Speaking Skill Using Video. *Jurnal AKSARA PUBLIC*, *2507*(February), 1–9.

Kemdikbud. (2020). *Kemendikbud Siapkan Alternatif Pembelajaran melalui TVRI pada*

Semester   Genap   TA   2020/2021. https://www.kemdikbud.go.id/main/blog/2020/12/kemendikbud-siapkan-alternatif-pembelajaran-melalui-tvri-pada-semester-genap-ta-20202021

Muslem, A., Mustafa, F., Usman, B., & Rahman, A. (2017). The application of video clips with small group and individual activities to improve young learners' speaking performance. *Teaching English with Technology*, *17*(4), 25–37.

Othman, N., & Shah, M. I. A. (2013). Problem-based learning in the English language classroom. *English Language Teaching*, *6*(3), 125–134. https://doi.org/10.5539/elt.v6n3p125

Purnamawati, S., Sofian, & Suhartono, L. (2015). The use of role play in teaching speaking. *Jurnal Pendidikan Dan Pembelajaran*, *4(9)*, 1–13.

Saleng, Mohammad, Manurung, K., & Darmawan. (2014). The implementation of video learning to improve speakking ability. *English Language Teaching Society*, *2*(3), 1–14.

Yükselir, C., & Kömür, S. (2017). Using Online Videos to Improve Speaking Abilities of EFL Learners. *European Journal of Education Studies*, *May 2016*, 12–14. https://doi.org/10.5281/zenodo.495750