

Improving Simple Oral Descriptive Monologue Skills Using Video Media for Students

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Abstract

This Class Action Research was carried out at SMP Negeri 1 Gemarang in class VIII-A students, the research subjects were 22 students. Researchers collected data using qualitative and quantitative techniques. Data collection using qualitative techniques was carried out by way of interviews, observation while data collection through quantitative techniques was carried out by carrying out pre-tests and post-tests so as to produce an average test score. The results of the average score show that there is an increase in students' English-speaking ability; the average score increased from 71.22 in the pre-test to 76.81 in the post-test I and 85.40 in the post-test II. Based on the description above learning by using video media can improve the skills of expressing simple oral descriptive monologues that are acceptable to class VIII-A students of SMP Negeri 1 Gemarang. The findings in this study is that there is a change in student behavior which is more interested during the teaching and learning process. While there were a few weaknesses, namely the students were very enthusiastic but still constrained by shyness and fear, students were busy while practicing dialogue, in general the authors found an increase in speaking skills even though there were a few mistakes in pronouncing English words (mispronounced).

Keywords: *Simple Oral Descriptive, Monologue Skills, Video Media*

Introduction

English is a communication tool that is used internationally, so that in Indonesia it is mandatory to teach English in schools, especially starting at the junior high school level (Sipayung, 2023). However, the most essential difficulty that the author experiences when teaching English students is how to teach students to express the language orally and acceptably (Khusniyah et al, 2019). In general, students are less able to express spoken language even though they have experienced learning in several discussions in the oral cycle. The author has done several ways, including adding special study time to speak every Tuesday through the Speaking extracurricular, students are given the task of learning to use spoken language at school or at home in groups but the results are still unsatisfactory because 40% of students are not yet skilled at expressing English. orally. While the other 60% are only able to express with an average frequency of two to three sentences and by memorizing writing (Syarifuddin, 2020).

The literacy level includes four aspects, namely performative, functional, informational, and epistemic. In more detail the four aspects are explained as follows: First, at the

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performative level, people are able to read, write, listen, and speak with the symbols used. Second, at the functional level, people are able to use language to fulfill their daily needs, such as reading newspapers, manuals or instructions. Third, at the informational level, people are able to access knowledge with language skills, while fourth, at the epistemic level people are able to express knowledge in the target language (Herliana et al, 2022). Learning English in junior high schools is targeted so that students can reach the functional level, namely communicating orally and in writing to solve daily problems (life skills) (Zulkarnindra, 2021).

The scope of the English subject in SMP/MTs includes: First, discourse skills, namely the ability to understand and/or produce spoken and/or written texts that are realized in the four language skills, namely listening, speaking, reading and writing in an integrated manner to reach a level functional literacy, second, the ability to understand and create various short functional texts and monologues and essays in the form of procedure, descriptive, recount, narrative, and report, third, supporting competencies, namely linguistic competence, namely using grammar and vocabulary, sound system, grammar writing, sociocultural competence, namely using expressions and acts of language in an acceptable manner in various communication contexts, strategic competence, as an effort to overcome problems that arise in the communication process in various ways so that communication continues, and discourse-forming competence, namely using discourse-forming tools (Sholehah, 2019).

Kurikulum Tingkat Satuan Pendidikan (KTSP) the implementation of learning is carried out in two cycles, namely the oral cycle which consists of listening and speaking skills while the writing cycle consists of reading and writing skills (Hidayati, 2023). This research will be conducted in the oral cycle with learning steps that link listening and speaking skills. It is hoped that the learning design of the skills of expressing acceptable simple spoken English descriptive monologues will be interesting and fun by using video media because in this way all students will participate and be involved in direct communication in a meaningful learning process.

The phenomenon of difficulties experienced by the author in teaching students at school. There are several techniques that can be used in classroom learning to encourage students' speaking skills according to the target English speaking skills. One way is by teaching English skills using audio-visual aids (Widiyanto et al, 2018; Ndukwe et al, 2020). If all students participate in the learning process, there will be student motivation to learn, increase self-confidence, which in turn increases English speaking skills. The process of learning to speak a foreign language will be easy if the learner is actively involved in efforts to communicate (Amelia, 2021).

Problems This study focuses on efforts to improve the skills of expressing descriptive monologues in simple English using video media. The novelty in this study is discussing acceptable simple spoken descriptive monologues with the subject matter of Descriptive Text and the sub-discussion of describing the people related to Possessive Pronouns, related to Pronouns as Subject, "she/he", and Linking verbs. As a social function (Lifeskills) in this

lesson, descriptive monologues are used to describe famous people, animals, plants and places.

The results of this study are very useful for: 1) teachers who want to develop learning techniques using video media; 2) So that students can improve their skills in expressing simple English descriptive monologues orally and acceptably; 4) As study material in the English "*Musyawarah Guru Mata Pelajaran*" (MGMP) as an update of the English learning model; 5) As literature that can be offered to schools for the development of a learning model related to the application of Kurikulum Tingkat Satuan Pendidikan (KTSP).

Method

The research was conducted at SMP Negeri 1 Gemarang, which was carried out through 2 cycles. This research took place from 3 months August to October 2019/2020 academic year. The subjects of this Classroom Action Research consisted of 22 students consisting of 11 male students and 11 female students. This research action uses a research model developed by Kemmis and Mc Taggart. In this model, the implementation of actions includes four steps, namely planning, action, observation, and reflection (Prihantoro et al, 2019). These four steps are part of the research procedure.

Researchers plan everything related to action. What the researchers did were as follows: 1) Develop a Learning Plan. This includes the process of selecting topics to be presented, materials, steps to be taken; 2) Designing action steps; 3) Prepare teaching equipment; 4) Preparing tests (pre-test and post-test) b. Action In this step the researcher implements the techniques in the class that are arranged in a lesson plan. c. Observation Researchers observe the effects of actions, observe how the learning process occurs, monitor and record things that happen in class. d. Reflection The next step, the researcher tries to formulate based on the previous action steps and analyze the data absorbed in the previous step. e. Conduct an evaluation To see the results of whether there has been progress or progress achieved while using audio-visual as a medium in learning to speak (speaking).

Data collection techniques can be divided into two categories, namely through observation and non-observation: 1. Observation In this case the researcher observes or observes issues related to the class by taking notes during the learning process and observing student behavior during the action. 2. Photo Used to explicitly record data to complete the report that will be presented. 3. Non-observation Done by: a) interviews or discussion interviews conducted with all participants involved in the research, students, teachers, b) documents which include student work results, materials, lesson plans.

Data collected qualitatively and quantitatively will be analyzed using constant comparative methods and descriptive statistics (Makbul, 2021). Data collected through qualitative techniques, namely interviews, observations, while documents and analysis through the method of comparative constants. The data collected through quantitative data, namely pre-test and post-test were analyzed descriptively statistically, from the scores obtained by

students from the pre-test and post-test, the authors made comparisons so that it could be seen the increase in students' writing skills after the action was carried out. The average pre-test and post-test can be calculated using the following formula:

$$X = \frac{\sum x}{N} \quad Y = \frac{\sum y}{N}$$

X = Average pre-test score

Y = erage post test score

N = Sum of students

Results and Discussion

After the writer observed and evaluated the results of the observations in cycle I, the writer found positive results and several weaknesses, namely: From the reflection of the first meeting, it can be seen that there was an increase in students' learning to speak (speaking skills). This is shown from the average post-test score I which was 71.22 in the pre-test to 76.81 in the first post-test. The improvement in students' speaking can be seen from the results of the pre-test on the understanding aspect of 22 students, 8 students got a score of 3 (36.36%) 4 students got a score of 4 (18.18%); and 10 students got a score of 5 (45.45%). From the aspect of pronunciation (pronunciation) of 22 students 9 students got a score of 2 (40.90%); 11 students got a score of 3 (50%) and 2 students got a score of 4 (9.69%). While from the aspect of fluency, out of 22 students, 2 students got a score of 2 (9.09%) 6 students got a score of 3 (27.27%); and 14 students got a score of 4 (63.63%). From the structural aspect of the 22 students, 10 students got a score of 3 (45.45%); and 12 students got a score of 5 (54.54%) While the increase that occurred in the post test I was as follows from the results of the understanding aspect of 22 students, 3 students got a score of 3 (13.63%), 7 students got a score of 4 (31.8%); 11 students got a score of 5 (50%) and 1 student got a score of 6 (4.54%). From the aspect of pronunciation of 22 students, 7 students got a score of 2 (31.81%); 11 students got a score of 3 (50%); 4 students got a score of 4 (18.18%). While from the aspect of fluency of the 22 students, 1 student got a score of 2 (4.54%) 3 students got a score of 3 (13.63%); and 18 students got a score of 4 (81.81%). From the structural aspect of the 22 students, 1 student got a score of 1 (4.54%); 6 students got a score of 2 (27.27%); and 15 students got a score of 3 (68.18%). Except that there is also a change in student behavior which is more interested during the teaching and learning process. While there are a few weaknesses, namely the rest are very enthusiastic but still constrained by shyness and fear, students are busy when practicing dialogue, in general the writer finds an increase in speaking skills even though there are mistakes in pronouncing words in English (mispronounced).

From the first cycle, the authors argue that it is not enough to solve problems in improving students' speaking skills. Thus, the author needs to do the next plan to overcome these weaknesses. After the authors observed and evaluated the results of the observations in cycle II, the authors found several differences between the results of cycles I and II. Cycle II

had positive things and some weaknesses, namely: From the reflection of the second meeting, it can be seen that there was an increase in students' learning to speak (speaking skills). This is shown from the results of the second post test, namely 85.40. This is higher than the average post-test score I of 76.81. speaking activities become better than before. Most students are not reluctant to speak English anymore. The aspects in learning to speak in cycle II increased. The results of the understanding aspect of 22 students, 1 student got a score of 4 (4.54%), 11 students got a score of 5 (50%); and 10 students got a score of 6 (45.45%). From the aspect of pronunciation of 22 students, 10 students got a score of 3 (45.45%); 12 students got a score of 4 (54.54%). Meanwhile, from the fluency aspect of the 22 students, 2 students got a score of 3 (9.09%); 18 students got a score of 4 (81.81%); and 2 students got a score of 5 (9.09%). From the structural aspect of the 22 students, 13 students got a score of 2 (59.09%) and 9 students got a score of 3 (40.90%). Except that there is also a change in behavior. The above is the development of learning before and after research, which can be shown in the following table:

Table 1. learning outcomes PreTest Posttest

Pra siklus	Observasi	Siklus I	Siklus II
Jenis Tes	Pra-tes	Post-tes I	Post-tes II
Rata-rata skor siswa	71,22	76,81	85,40

Learning English in junior high schools is targeted so that students can reach the functional level, namely communicating orally and in writing to solve daily problems (life skills) (Sujiyati, 2023). At the functional level, people are able to use language to meet the needs of everyday life such as reading newspapers, manuals or instructions (Dhuha, 2023). The most essential difficulty experienced when teaching English students is how to teach students to express the language orally and acceptably (Hasanah, 2019). In general, students are less able to express spoken language even though they have experienced learning in several discussions in the oral cycle (Umiyatun et al, 2018). Participating in conversations, reading and writing automatically activates discourse competence which means using a set of strategies or procedures to realize the values contained in the elements of language, grammar, pragmatic cues in interpreting and expressing meaning (Amin, 2022).

There are several techniques that can be used in classroom learning to encourage students' speaking skills according to the target English speaking skills. One way to do this is by teaching English skills using audio-visual aids (Agusliana et al, 2014; Abdullah et al, 2023). Watching videos is more fun because videos provide visual presentations and emotional experiences to students, display literacy, and a new language, language images, and visual symbolic codes (Oktalia, 2013). It is hoped that the learning design for the skills of expressing acceptable simple spoken English descriptive monologues will be interesting and fun by using video media because in this way all students will participate and be involved in direct communication in a meaningful learning process (Nuriana, 2017). Videos can add an additional dimension to the learning experience (Oktapiani et al, 2021). Videos help users arrange what to say or write after watching the video, because they don't hear it, but understand it through the gestures of each character in the video (Gustina, 2018).

The results of the analysis of data obtained from observations and student questionnaires qualitatively and quantitatively obtained from the learning process assessment documents and individually show that using video can improve students' skills in expressing acceptable simple oral descriptive monologues. The findings in this study is that there is a change in student behavior which is more interested during the teaching and learning process. While there were a few weaknesses, namely the students were very enthusiastic but still constrained by shyness and fear, students were busy while practicing dialogue, in general the authors found an increase in speaking skills even though there were a few mistakes in pronouncing English words (mispronounced).

Based on the results of the classroom action activities that have been carried out for two cycles, the results of the research lead to a discussion namely:

1. 1. How video media can be used to improve English speaking skills in class students. Several steps for successful teaching use audio-visual media to improve speaking skills. a) Introducing a few words by showing selected videos and pictures At the beginning of learning to speak. To support student vocabulary, the teacher plays the selected videos and shows pictures to students so they understand the words according to the context. Then the teacher helps students understand the meaning of the word. b) Building pronunciation (pronunciation) by means of repeated exercises (drilling practice). To clarify students in pronunciation, the video is played repeatedly 2 or 3 times. They also learn by imitating the teacher's words. To strengthen the accuracy of students' speech, the teacher also gives corrections to students who still make mistakes. c) Ask students to use expressions such as those shown in the video. In the next activity, students are introduced and trained in several expressions like in the video. The teacher can play the video several times to explain the use of language and show the correct sentence structure. As well as students can compose and dialogue with colleagues orally.
2. Aspects of audio-visual media are important in order to improve students' English speaking skills. There are several important aspects of audio-visual media that contribute to improving students' speaking skills. a) Choose videos and images that match the needs and level of students. b) Strengthening the use of audio-visual media by combining it with relevant teaching techniques. c) Limiting time in the use of audio-visual media.

Kurikulum Tingkat Satuan Pendidikan (KTSP) The language competency model used is a model based on language pedagogical considerations. The language competency model formulated is a model that prepares students to communicate in language to participate in a language-using society called Communicative Competence (Wahjoeni, 2018). Communicative Competency Model in the form of Discourse Competence (DC) or Discourse Competence (KW). It is the main competency, meaning that if someone communicates both orally and in writing, that person is involved in a discourse (Yuli, 2023). The intended discourse is a communication event that is influenced by the topic being communicated, the interpersonal relationships of the parties involved in the communication and the communication channels used in a cultural context. Any meaning obtained and created in communication is always

related to the cultural context and context of the situation that surrounds it (Hanatuddawilah, 2023).

Participating in conversation, reading and writing automatically activates discourse competence which means using a set of strategies or procedures to realize the values contained in the elements of language, grammar, pragmatic cues in interpreting and expressing meaning (Dewi, 2015). Discourse competence can only be obtained if students acquire supporting competencies, namely: (1) Linguistic Competence includes abilities such as using grammar, vocabulary, speech, intonation, and punctuation. (2) Actional Competence consisting of: (a). Speech act competence for spoken language such as opening a conversation, interrupting, making conclusions, saying goodbye and so on. (b). Rhetoric competence for written language such as the rhetorical steps of Procedure, Narrative, Recount, Report, and Descriptive texts. (3) Sociocultural Competence refers to the ability to use language in an acceptable manner in the context of English culture, for example saying thank you when given something, sorry and please. It's not appropriate to ask about age, how do you do in formal language, questions and answers about names don't need to use I'm... or my name is and things that are not commonly said but are not used in Indonesia (giving someone else's phone number without permission). (5) Strategic Competence is a competency that is used to overcome difficulties during a conversation (communication breakdown) for example asking for repetition, saying in another way and so on (Widagdo, 2018).

Watching videos is more fun because videos provide visual presentations and emotional experiences for students, display literacy, and a new language, language images, and visual symbolic codes. As added by Yusof et al (2019) states that It can provide a compelling and immersive educational experience. Students are easier to understand and memorize information from videos. Videos can add an additional dimension to the learning experience. Video helps users arrange what to say or write after watching the video, because they don't hear it, but understand it through the gestures of each character in the video (Annisa et al, 2014; Stranc et al, 2019).

Conclusion

Based on the explanation above, in this classroom action research the use of video media can improve the skills of expressing simple oral descriptive monologues for students of SMP Negeri 1 Gemarang. This is by looking at the results of the average score showing that there is an increase in students' English speaking ability; the average score increased from 71.22 in the pre-test to 76.81 in the post-test I and 85.40 in the post-test II. There are several important aspects of the use of audio-visual media that contribute to improving students' speaking skills, namely selecting videos and images according to the needs and level of understanding of students, accuracy in designing learning that supports the use of learning videos, and time efficiency in audio-media-based learning. visual.

Acknowledgment

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