

THE USE OF IMITATING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL THROUGH SHORT VIDEO

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berbicara siswa dan untuk mengetahui respon siswa dalam penggunaan video pendek melalui teknik meniru. Penelitian ini menggunakan metode pra-eksperimen dengan pre-test dan post-test yang dilakukan di SMP Negeri 12 Makassar pada siswa kelas VII dengan jumlah populasi 32 siswa dalam satu kelas, sedangkan sampel penelitiannya, yaitu kelas VII-1 yang terdiri dari 22 siswa. Instrumen data diperoleh dengan memberikan seperangkat tes berbicara dalam bentuk tes lisan dan kuesioner. Analisis data yang digunakan adalah SPSS 26. Selain itu, hasil penelitian yang telah dilakukan oleh siswa pada pre-test adalah 19.16, sedangkan pada post-test adalah 13.60. Kemudian, peneliti menemukan bahwa nilai t-score dalam penelitian ini lebih tinggi dari nilai signifikansi ($t_s = 9,267 > \text{sig.2 tailed} = 0,00$), sehingga hasil penelitian yang telah dilakukan dapat menjadi salah satu alternatif dalam meningkatkan kemampuan berbicara siswa. Kemudian, siswa juga memberikan respon positif mengenai teknik dan media yang digunakan oleh peneliti.

Kata kunci: teknik meniru, video pendek, meningkatkan keterampilan siswa berbicara.

Abstract

This study aimed at finding out students' improvement of speaking skill and investigating students' responses after using short video with imitation technique. This study used pre-experimental method with pre-test and post-test was conducted at SMP Negeri 12 Makassar at grade VII students with a population of 32 students in one class, while the sample was the VII-1 consisting of 22 students. The instruments of data obtained by giving a set of speaking tests in the form of oral tests and questionnaires. The data analysis was used SPSS 26. In addition, the result of this study that has been conducted by the students in the pre-test was 19.16, while in the post-test was 13.60. Furthermore, the

study found that the t-score value in this study was higher than the significance value ($t_s = 9.267 > sig.2 \text{ tailed} = 0.00$). So, the results of this study that had been done could be an alternative in improving students' speaking skill. Then, students also gave positive responses regarding the technique and the media that used by the researcher.

Keywords: *imitating technique, short video, improving speaking skill.*

1. INRODUCTION

Darmuki et al. (2018) argued that speaking was a skill that students must learn due to the great use of speaking in implementing communication for various purposes. The students with good speaking skill could express their ideas and share knowledge with other.

In Indonesia, students usually had difficulties learning English and lack knowing how to say words in English. Even in fact, there were still many students in Indonesia who are less able to speak English, although, in theory, they can master English. One of the factors of the interference was the presence of fear and lack of confidence (Halawa et.al, 2022). In addition, if there is no training and shame, anxiety or even fear of expressing ideas through speaking skill, then these skills would be far from mastery (Sulastri et.al., 2022). Furthermore, teachers still used conversations and explanations that made the atmosphere of learning monotonous and less attractive (Halawa et.al, 2022).

Therefore, improving students' speaking skill was challenging and need students interested. As a result, they need a learning media that was quite interesting because they were not provided with maximum facilities and media for learning speaking (Cahyaningsih, 2019). The media could be used as a short video. It could help them easier to form sentences. Teaching was not only about transferring knowledge but also how to convert the knowledge to become more interesting and easier for students to absorb. That was how way short video could help the teacher in speaking because it could be a very interesting experience for the students (Wiwin Wamnebo et al., 2018).

Thus, teachers or educators can teach speaking by utilizing technology to revive the classroom learning atmosphere. The present-day students were also referred to as millennials. They had understood the use of technology, and not infrequently, even mastering the use of technology (Halawa et al., 2022). In addition, one of the media that can be used to improve students' speaking skill was a short video. A short video can attract the students' attention through the sounds and moving pictures to motivate them to learn English. There were some advantages of using short video as media in the teaching and learning process. First, media can support the teacher in transferring knowledge. Second, it was more exciting and enjoyable. Finally, a short video to make the students learn English in a natural context while developing their listening, speaking, and pronunciation skills through the native speaker's talk (Rezeki, 2019).

According to Sood (2016) that video should be short in length to avoid boredom for students. To make cognitive load, you can create mini video, ranging from 1–2 minutes for complicated topics. You should be sure about the digestibility of the video content by using an equal balance of visuals and plain text. In addition, according to Rezeki (2019), the researchers need to use short video to improve students' speaking skill. The researchers, English teachers, and students must also work together to identify and solve problems. As problems were solved, students were expected to improve their speaking skill.

Then, the researcher assumed that to solve the problem; we could use the imitation technique with short video as one of the unique ways and alternative technique in teaching speaking. This technique asked students to imitate what they saw and hear in the short video. They would mimic the native speaker in the form of animation. The researcher chose this kind of media because this short video interests them. Almost all teenagers worldwide, especially in Indonesia, were enthusiastic about watching websites that show various types of short videos. That's why the researcher thought of trying it. Most of the researcher's friends could speak English well without taking English courses. They watched short video and communicate with good pronunciation and fluency. Because, in short, English video, we watched and listen to native speakers at first (Cahyaningsih, 2019).

2. METHOD

The research applied a pre-experimental method with pre-test and post-test. It was aimed at knowing whether applying imitating technique in teaching speaking by using a short video could improve the seventh-grade students' speaking skill at SMP Negeri 12 Makassar. The population was 32 students in one class, while the sample was VII.1 which consisted of 22 students. The instruments of data were obtained by giving a set of speaking tests in the form of oral tests and questionnaires. The procedure of collecting data gave the pre-test for the first time. Then, the researcher gave the four treatments and the post-test that was given to students at last. The researcher asked the students to answer some questions in the questionnaire. The questionnaire was given to find out the students' responses after using the technique.

3. FINDINGS AND DISCUSSION

3.1. The Result of Using the Look and Say Method Improves Vocabulary Mastery

The findings of this study described about the mean scores of the pre-test and post-test by applying the Imitating Technique to improve students' speaking skill.

Table 3.1 The Mean Scores of the Pre-test and Post-test

No	Students	Pre-Test (Y ₁)	Post-Test (Y ₂)	No	Students	Pre-Test (Y ₁)	Post-Test (Y ₂)	No	Students	Pre-Test (Y ₁)	Post-Test (Y ₂)
1	ANA	92	92	9	S	84	96	17	G	68	92
2	AM	64	88	10	A	84	88	18	R	36	64
3	ZRA	40	84	11	NAD	76	96	19	A	36	64
4	SMT	52	84	12	SSE	52	88	20	A	72	92
5	NA	60	76	13	AK	64	96	21	N	72	92
6	M	64	96	14	AS	24	76	22	N	84	92
7	A	56	96	15	MHKA	40	76				
8	N	72	92	16	L	68	96				
Total										1360	1916

As the table mentioned of the student's pre-test and post-test, which the higher score on the pre-test was 92 and the lowest score on the pre-test was 24. Then, the higher score on the post-test was 96 and the lowest score was 64. That the score of students from the pre-test to the post-test had increased.

Table 3.2 Descriptive Statistic Score Students'

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	22	24	92	1360	61.82	18.173
Post-Test	22	64	96	1916	87.09	9.947
Valid N (listwise)	22					

(Source: IBM SPSS 26)

As the table mentioned of the students' total score was 1360 on the pre-test and the average value on the pre-test was 61.82 with a standard deviation of 18.173, while the post-test total score was 1916 and the average value was 87.09 with a standard deviation of 9.947. From the result showed that there was an average increased from the pre-test to the post-test.

3.2.Hypothesis Testing

To answer the problem statement, the paired t-test was performed on the data of the test before the experimental class with the test after the experimental class. According to Siggih Santoso (2014), the decision-making guidelines in the pairwise t-test based on the significance value (sig.) of the SPSS output, were as follows: If the significance value (two-sided) < 0.05 , then H_0 is accepted and H_a is rejected.

Table 3.3 Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post- Test	-25.273	12.792	2.727	-30.944	-19.601	-9.267	21	.000

(Source: IBM SPSS 26)

As the table mentioned that if the key (two-sided) value is < 0.05 then H_0 was rejected and H_a was accepted. It could be concluded that there was a mean difference before the pre-test and the post-test, which means that there was a significant difference in the students' speaking skill

after using imitation technique over a short period of video, which means that applying this imitation technique through a short video was effective in improving students' speaking skill.

3.3. Students' Responses after Using Look and Say Method

In this section, the researcher presents the results of the student questionnaire. The results of this questionnaire contained students' answers regarding the imitation technique through a short video given by the researcher, after having the test results, the researcher presents the test result using the SPSS 26 application to know the frequency and percentage of students who determined that students' responses to the imitation technique were good or bad. The results of the questionnaire were as follows:

The imitation technique using short videos can improve my speaking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	11	50.0	50.0	50.0
	Agree	9	40.9	40.9	90.9
	Strongly Agree	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

(Source: IBM SPSS 26)

Based on the results of the above questionnaire analysis, it could be seen that 2 students chose to strongly agree, 9 students chose to agree and the remaining 11 students chose neutral, that is, 9.1% of students strongly agree, 40.9% of students agree, then 50.0% of students were neutral with the above statement. It means that the imitating using short video could be an alternative way to the teacher to teach speaking skill in the classroom to made the active class.

4. CONCLUSION

The students' result of imitating technique through a short video could help the students improve their speaking skill in the seventh grade at SMP 12 Makassar. The result showed that the student's score on the post-test was higher than they did on the pre-test. The students enjoyed the process and they felt delighted. The imitating technique was significantly improved rather than using a short video because the students felt delighted and had fun doing it. It meant that the researcher had reached the problem statement. In addition, the students' responses had a positive effect. It showed in the findings that most of the students chose to agree or neutral. The students' higher responses chose to agree, while the lowest chose to strongly disagree.

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