THE EFFECTIVENESS OF MAKING ENGLISH VIDEO RELATED TO AQUATIC RESOURCES MANAGEMENT PROGRAM STUDY IN IMPROVING THE STUDENTS' SPEAKING SKILL AT STIP MUHAMMADIYAH SINJAI

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ABSTRACT

This study aimed at investigating the effect of the making English video related to Aquatic Resources Management by the first semester students' aquatic resouces management study program on their speaking skills. The method employed was pre experimental design with one group pretest-posttest design. The population of this study was the first semester students of Agricultural College of Muhammadiyah Sinjai in academic year 2018/2019. The samples of this study consisted of 30 studentsof aquatic resources management study program; two research instruments were used to collect the data in the study, namely oral test and making video related to aquatic resources management places in Sinjai regency. The data were analyzed by using descriptive and inferential statistics on SPSS version 20 for windows program. The result of this study showed the data were analyzed by using t-test and the probability value was 0.000.The probability value of Independent t-test $0.000 < \alpha = 0.05$. It was longer than the significant level 0.05. So the alternative hypothesis (H_1) was tenable. This means that, there was a significant improvement of the first semester students' speaking skills after were taught by using interesting media. Students are more active and confidence to speak English because they explained about their passion related to their study program "Aquatic Resources Management". It was concluded that teaching English use interesting media was imperative.

Keywords: *English video, aquatic resources management, speaking skills*

INTRODUCTION

Language is needed for daily communication. Without language, effective communication cannot be achieved and misunderstanding will take place. One of the languages is English, and it is used by millions of people around the world. It means that English is a means of global communication for many activities. In order to reach the success of English teaching, four language skills consisting of listening, speaking, reading, and writing must be taught in integrated way. However, ESP students' ability to speak is still problematic.

According to Brown, speaking is an interactive action of meaning making by producing and receiving and processing information. Brown (2007) further says that there are six basic types of speaking. They are described as follows: 1) Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. 2) Intensive. This second type of speaking frequently employed in assessment context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. 3) Responsive. This type is an interactive process which requires comprehension but at the fairly low level of very brief conversations, basic greeting and little talk, basic request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity. 4) Transactional. Carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. 5) Interactive. Interaction can happen through two forms of transactional language to share particular information, or interpersonal exchanges, which have the purpose of maintaining social relationships. 6) Extensive. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. According to Ur (1996), causes of speaking difficulties are many, such as: 1. Inhibition: it is a state of being anxious of making mistakes, receiving criticism, or being shy. 2. Nothing to express: it is a state of having no willingness to speak up. 3. Lack of participation: it is a state where there is one student talking at a time due to big class and the tendency of some students to dominate, while others have little or even no participation. 4. Vernacular use: students whose mother tongue is the same are likely to use it as it is easier and they feel less expose when using it. Besides that, this statement also is supported by Brown (2007) that there are eight cases which make speaking difficult, like as:

a.   Clustering; fluent speech is phrasal, not word by word.
b.   Redundancy; The speaker has an opportunity to make meaning clearer through the redundancy of language
c.   Reduced Forms; Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken language
d.   Performance variables; the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections
e.   Colloquial Language; make sure your students are reasonably well acquainted with the words, idiom and phrases of colloquial language and that they get practice in producing these forms
f.   Rate of delivery; another salient characteristic of fluency is rate of delivery.
g.   Stress, rhythm, and intonation; the stress-timed rhythm of spoken English and its intonation pattern convey important messages
h.   Interaction; learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation

Teaching speaking in Indonesia is not easy. Most of lecturers are focusing more on the content rather than practice. This is quite worrying because practicing has a big impact to improve the education. Furthermore, speaking is one of the crucial skills that should be possessed by the aquatic resource management students. In learning speaking in English subject, students should make themselves get used to speaking anything in English to improve their skill related to their study program. Students are expected to be able to active. Nevertheless, the students had difficulties in English speaking because they do not have basic in English. This case happens at STIP Muhammadiyah Sinjai especially in Aquatic Source Management study program. Based on the researchers' pre-observation, students are not able to comprehend messages of authors. It is proved by their scores during reading activity in classroom; their scores are still low in the pretest. This problem becomes urgent to be solved eventually. It needs to be solved earlier, because of some reasons and one of them is speaking is one of skill in English which is included in the syllabus. This is supported by Harmer (2001) explains that in teaching speaking, 6 principles are used which are as described here: 1) Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple. 2) Ask students to talk about what they want to talk about. 3) Ask students to talk about what they are able to talk about. 4) Provide appropriate feedback. 5) Combine speaking with listening and reading. 6) Incorporate the teaching of speech acts in teaching speaking.

The researcher conducted a study to solve it by teaching students to make video about aquatic source management in Sinjai regency. Harmer (2001) states there are three basic types of videos which can readily be used in class. First, off-air programs, Programs recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programs and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. Teachers have to remember that all television programs have copyright restrictions which vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences. Second, real-world videos, teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to judge the length of the extract in the same way too. Third, language learning videos, it means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible,

designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well. This research was feasible to be conducted because the principal that campus highly welcomed such kind of research.

In line with background above, the research question was put forward as in the following "Can the English video related to aquatic resource management improve ESP Students' speaking skills?" Deals with the research question, the objective of this research was to find out whether or not the English videos related to aquatic resource management improve ESP Students' speaking skills.

METHODOLOGY

Design and Samples

This research employed pre-experimental research. It was the one-group pretest-posttest design. It is supported by Gay, Mills and Airasian (2006: 265).They stated that one group that is pretested (O), exposed to a treatment (X), and posttest (O). It controls several sources of invalidity not controlled by the one-shot case study, but additional factors are not controlled. The one group was given pre-test after that was given treatment "making video about aquatic source management" then posttest.

The population of research was the first semester students of STIP Muhammadiyah Sinjai in academic year 2018/2019. It consisted of three study programs such as Aquatic Source Management, Animal Husbandry and agro technology. The total number of population was 180 students. The researcher used purposive sampling to select the sample. The sample of this study was Aquatic Resources Management students of first semester 2018-2019.

Instruments and Procedures

The procedures of collecting data were as follows:

(1) Data on the students' pretest was administered before the treatment given. The test was organized in order to find the students' Speaking skill improvement towards the make English video related to aquatic resources management in speaking. The first oral test was used as the test instrument where the students' works were examined

(2) The treatment was given four times after the pretest was administered.

(3) The procedures in treatment were the students was explained the topic that they have to make in Video. The topic was description about Aquatic Resources Management places in Sinjai regency. After choose places, students went to the location which would they described. There, they did observation about condition in Aquatic Resources Management places. Then, in class students were taught to make scenario and speaking exercise during four meeting in order to used as role play in video.

(4)For the posttest that was after the treatment given.

In addition, there were five main aspects in scoring and analyzing the students' speaking skill. They are pronunciation, vocabularies, grammar, fluency, and self confidence.

The data was collected from each variables were analyzed by using the Statistical Package for Social and Science (SPSS) version 20.0 for windows. Procedure that taken in analyzing the test were: Calculating mean score, standard deviation, frequency and rate percentage by using descriptive statistics. Then, calculating t-test value (at the significant level 0.05).

FINDING AND DISCUSSIONS

The findings are answers to the research question put forward in introduction.

Research Question: *Can the making English video related to Aquatic Resources Management improve their speaking skill at Agricultural College of Muhammadiyah Sinjai?*

Table 1 The comparison of pretest and posttest was given in the table:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
st	30	50,00	70,00	63,3333	6,73812
est	30	70,00	96,00	84,6000	6,83096
N (listwise)	30				

Table 1 showed that there was an improvement after given treatment in posttest. Before the treatment given, the mean score of students in pretest was 63.33 however, after the researcher conducted treatment to the students, the mean score in posttest became 84.60. It means that, the improvement score of posttest was higher than the pretest. The difference above can be showed in histogram below:
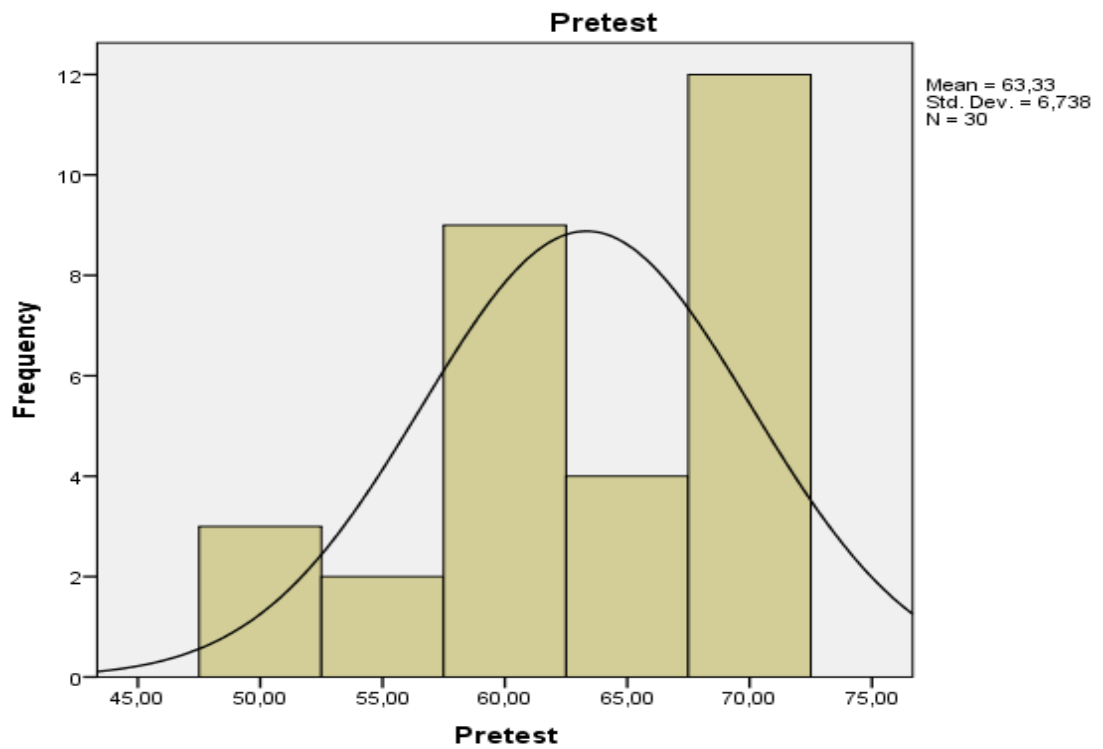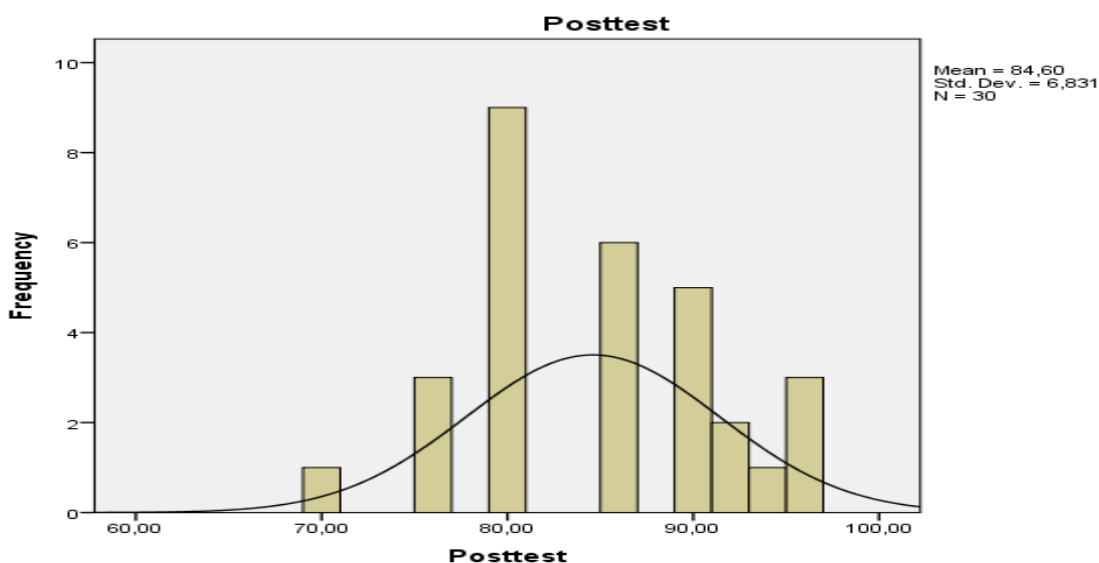
Moreover, the significant value (2-tailed) was 0.000, which was smaller than $\alpha = 0.050$. Thus alternative hypothesis (H_1) is tenable. It means that there was a significant improvement speaking skill after students were taught speaking used English language in video related their passion or study program. It was proved in table 2 below

Table 2 The Probablity Value of t-test of the students' speaking score

One-Sample Test

			Test Value = 0			
	t	Df	Sig. (2-tailed)	Mean Difference	Confidence Interval of the Difference	
					Lower	Upper
st	51,482	29	,000	63,33333	60,8173	65,8494
est	67,834	29	,000	84,60000	82,0493	87,1507

CONCLUSION AND SUGGESTIONS

Based on the research findings and discussions, the researcher came to the following conclusion; It was found that there was a significant improvement of the first semester students' speaking skills after were taught by using interesting media. Students are more active and confidence to speak English because they explained about their passion related to their study program Aquatic Resources Management. It was concluded that teaching English use interesting media was imperative.

In the ensuing lines, the researcher addresses the following suggestions in regard to the conclusion. English lecturers should apply appropriate classroom activities to improve the students'speaking skill especially for Non-English Students (English Specific Purposes) and further researches with

deepest investigation to other skills like as listening; writing and reading are highly recommended.

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