SPEAKING SKILLS FOR ENGLISH AS A FOREIGN LANGUAGE IN VIDEO-BASED DISCUSSION

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Article Info	ABSTRACT
	This study focuses on determining if video-based discussions improve students' English-speaking abilities in their initial years at MTs As'adiyah Putra 1 Sengkang. Two classes served as the research sample in this study's true experimental design (the pretest-posttest control group design). There were 90 first-year students at MTs As'adiyah Putra 1 Sengkang in the population. 30 students served as the research's sample population. VII. A and VII. B was chosen as the sample for the research using the cluster random sampling approach, which was applied by the author. Speaking tests and the video-based discussion approach were used to gather data on the students' speaking abilities. The test's results were collated and put through a t-test and percentage analysis. As a result of the findings, it was determined that the probability value (0.00) was less than the threshold of significance (0.05) The examination of the data revealed that using video-based discussions to learn English considerably improves students' speaking abilities. The pre-test mean score is 1.9344, and the post-test mean score is 3.4817, which demonstrates this.

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1. INTRODUCTION

Speaking is one of the four language skills that students should be able to master when studying a foreign language since it is crucial for daily activities and is a component of oral communication (Woodrow, 2006; Richards, 2008; Gan, 2012). The producing skill of speaking and the receptive skill of comprehending go hand in hand in oral communication, which is a two-way interaction between speakers and listeners. Learning to speak a language is considerably more challenging than learning to comprehend it (Oakhill et al., 2014; Babayiğit & Shapiro, 2020; Al-Khresheh et al., 2020). As a result, having conversations with people can sometimes be challenging. Because he or she is unable to communicate the thoughts, arguments, and sentiments that are always running through his or her head, speaking English always makes him or her feel awkward.

Accuracy, fluency, and comprehensibility are three categories of speech components. The capacity to pronounce a word accurately is known as accuracy. Enabling students to concentrate on the phonological, grammatical, and conversational components of their spoken utterances, is achieved to some extent. Speaking is the most important skill in learning and teaching foreign languages since it is the foundation of communication

and the most challenging skill (Khan et al., 2018; Shadiev & Yang, 2020; Onishchuk et al., 2020). Speaking English is the hardest skill for beginners. Particularly while speaking English, students frequently stutter (Shadiev & Yang, 2020). This happens because learners are not exposed to real-world settings where they may communicate and express themselves in English. In addition, students are not exposed to the cultures of English-speaking natives. The most significant and necessary talent is speaking. The mastery of this ability demonstrates that the speaker has an exact linguistic understanding (Hartshorne et al., 2018; Syatriana & Sakkir, 2020).

Many educational theories believe that discussion is an effective way to increase speaking ability (Changwong et al., 2018; Namaziandost et al., 2020). Role-playing and open conversation are two activities that might help with improved speaking abilities. Language activities are crucial components in the teaching of language for communication, (Ellis, 2019). Interaction is facilitated in the language classroom via activities. Additionally, communicative activities may energize students and forge strong bonds between the instructor and students as well as among the students, fostering an environment that is conducive to language acquisition.

In addition to the aforementioned communication activities, media also plays a part in instructing and learning to speak (Broughton et al., 2002; Pavlenko & Norton, 2007; John & Yunus, 2021; Siregar et al., 2021). Students can use media to practice speaking English. The students won't find speaking lessons to be dull compared to studying in the traditional manner.

The researcher has made an effort to employ certain methods to improve their speaking ability. The methods that researchers opt for are media and discussion methods. The researcher made this decision after reviewing several studies (Prestridge, 2010; Kukuru, 2012a; Kukuru, 2012b; Shih & Huang, 2014; Rinekso & Muslim, 2020) that indicated these techniques had a substantial impact on improving speaking ability. However, no researcher has yet combined the discussion method and media in a single study.

LITERATURE REVIEW

Discussion is cited as one of the teaching tactics (Amalia, 2017; Mohammadi et al., 2019). It can be beneficial for fostering critical thinking, improving the learning process for average and less gifted students, and advancing "Reasoning Together." Information is exchanged freely between three or more people during a discussion. A group is a gathering where members discuss and decide on matters pertaining to the functioning of the classroom and share their thoughts and feelings as they work to effect change.

Teachers can be an effective means of education, but they frequently serve more as a means of disseminating knowledge than as a means of fostering learning (Wild et al., 2002; Steinert, 2005). Students take a more active role in the learning process when teachers involve them in a properly prepared debate. Through acquired knowledge, group discussion might aid students in forging relationships (Leenknecht et al., 2020). Students will follow effective communication as they attempt to fix the issue.

Furthermore, media meaning is frequently linked to communication channels (Ware et al., 2012; Liu et al., 2019). Any instrument that transmits information from its source to its destination is frequently referred to as media. We may observe such examples in our everyday lives. Television, radio, books, records, and pictures are among them. Any tool used by a teacher to help students learn facts, skills, attitudes, knowledge, and appreciation, as well as additional materials used in conjunction with a specific teaching strategy to facilitate learning, is referred to as a media tool (Hew & Brush, 2007; Smetana & Bell, 2012). This is done with the goal of assisting both the teacher and the student in learning concepts more effectively.

A component of communication is media. Media are constantly employed in communication, no matter where it occurs. In order to increase the impact of instruction, effective communication must be ensured through the use of media (Kiili, 2005; Rashid & Elahi, 2012). The use of media by teachers as a means of communicating with their pupils during the teaching and learning process. It assists the instructor in conveying information to the pupils and in providing some replies in order for the latter to have fruitful educational experiences.

A video is a very dense media, one that includes a large diversity of visual features and a huge range of aural experiences in addition to spoken words (Le Fevre, 2003; Rice, 2017). The teacher's responsibilities include selecting acceptable sequences, preparing the class for the viewing experience, focusing the class on the content, playing and replaying the video as necessary, designing or choosing viewing assignments, and implementing appropriate post-viewing activities.

They also emphasize that using videos as an important component of a course is the only way to fully realize their potential for language acquisition (Walqui, 2006; Hung, 2015; Chun et al., 2016). The decision to employ video as supplemental material by the teachers must be based on their conviction that the video is directly relevant to the course objectives. Including a video to introduce or elaborate on a concept or topic that is already covered in the curriculum is one approach to achieving this. Knowing a language means that a person can converse with others pretty well (Krashen, 2002; Cook, 2016). In addition, he asserts that the capacity to fulfill pragmatic goals through conversation with other language users serves as the standard for successful language learning virtually always.

Effective oral communication necessitates the capacity to employ the language in social contexts that incorporate not just verbal communication but also paralinguistic components of speech including pitch, stress, and intonation (Shumin, 2002; Johar, 2015). Additionally, nonlinguistic components like gestures, body language, and emotions are required for direct message delivery in the absence of supplementary speech. Social interaction plays a crucial role in interactive language functions (Verga & Kotz, 2013). In these functions, it is not what you say that matters, but rather how you say it through your body language, gestures, eye contact, physical distance, and other nonverbal cues. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language. The context in which it takes place, which includes the individuals themselves, their shared

experiences, the physical surroundings, and the objectives for speaking, affects the shape and meaning of the speech.

Learning how to generate languages in certain areas, such as grammar, pronunciation, or vocabulary, is simply one component of speaking; students must also grasp when, why, and how to make language (sociolinguistic competence). A skilled communicator combines this variety of abilities and information to be successful in a particular speaking act (Dalton-Puffer, 2007; Richards, 2008).

2.   METHOD

This study employed a true experimental design (The Pretest-Posttest Control Group Design) (Creswell, 2014; Campbell & Stanley, 2015; Torgerson & Torgerson, 2015) that involved two groups that were randomly assigned to one another, each of which underwent a pretest before receiving a different treatment, and both of which underwent a posttest at the conclusion of the study.

As a pretest and posttest, an English proficiency test was used. With 30 students, eight lesson plans utilizing video-based discussion were implemented. The pupils were questioned about daily living both before and after the lesson was over. The data analysis used by the researcher is descriptive and inferential.

3.   RESULTS AND DISCUSSION

The pre-tests and post-test of the students are categorized according to various parameters. They displayed: the pre-test score for the experimental and control groups. No student in the experimental group received an exceptional, very good, or very low grade. Instead, two students (or 5.56 percent) received good grades, four students (or 16.67 percent) received ordinary grades, and 24 students (or 77.78 percent) received terrible grades.

In the control group, no student received an exceptional or very good grade, whereas one student (2.78%) received a good grade, six students (16.67%) received an average grade, nine students (47.22%) received a poor grade, and fourteen students (33.33%) received a very poor grade.

Results from the post-test reveal the experimental and control groups. The scores of the kids in both groups increased. The experimental group, however, exhibits considerable progress as a result of the utilization of video-based discussion in the classroom. We can observe that in the experimental group, no students had excellent, bad, or very poor scores, while 5 students (19.44 percent) received very good scores, 10 students (33.33 percent) received good scores, and 15 students (47.22 percent) received average scores.

In the control group, two students (11.11 percent), eight students (22.22 percent), 20 students (66.67 percent), and none of the students had excellent, very good, or very bad scores. The following Table 1 and 2 below display the mean score and standard deviation for the experimental and control groups.

Table 1. The Mean Score and Standard Deviation for the Experimental

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	30	1.9344	.46370	.07728
	2	30	1.5828	.65446	.10908

Table 2. The Mean Score and Standard Deviation for the Control

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	1	30	3.4817	.63982	.10664
	2	30	2.3425	.58308	.09718

The difference between the mean score and standard deviation between the pre-test and post-tests is shown in both tables. Although the score in the control group increased, the experimental group—which received instruction utilizing video-based discussion—showed a higher improvement.

The mean score of the students' pre-test in the experimental group was 1.9344, with a standard deviation of 0.46370. In the post-test, the mean score increased to 3.4817, with a standard deviation of 0.63982. The mean score of the students' pre-test in the control group was 1.5828, with a standard deviation of 0.65446, whereas the mean score of the students' post-test was 2.3425, with a standard deviation of 0.58308.

Table 3. The Gain Score of Experimental and Control

No.	Class	Mean Score		Gain
		Pretest	Posttest	
1.	Experimental	1.9344	3.4817	1.5473
2.	Control	1.5828	2.3425	0.7597

The gain score of the experimental and control classes is shown in Table 3 above. The growth score in both groups indicates that students' speaking skills improved. However, the experimental group's gain score (1.5473) was greater than the control group's (0.7597). This suggests that the usage of Video-Based Discussion has an advantage over the other way of discussion.

Based on the gain score in the table above, it appears that Video Based Discussion can improve the experimental class's speaking skills. Based on the deployment of Video-Based Discussion, the researcher developed a scoring method to assess students' capacity to talk.

The method is to examine three major aspects. They are fluency, accuracy, and understanding. Each aspect has a score of six. Excellent, very good, good, medium, bad, and extremely poor are the six scores.

They show the change in the percentage of speaking ability scores based on the tables above. The researcher provided the student with a pre-test and a post-test to assess the Video Based Discussion method in implementation, and the outcome was that Video Based Discussion played a part in enhancing the student's speaking skills. In comparison to the control group, which only used discussion methods, Video Based Discussion has a greater effect than discussion methods. Therefore, the results of this study are in line with and support previous studies such as Borko et al. (2017); Vrikki et al. (2017); Superfine et al. (2019).

4.   CONCLUSION

Based on the data and discussion, the researcher came to the following conclusions: a) Using video-based discussion can considerably improve students' speaking skills. The data analysis revealed that students' speaking skills improved significantly after being treated with Video Based Discussion. The mean score of students' post-tests (3.4817) is greater than the mean score of students' pre-tests (2.4719), and the post-test t-test value is 0.000, which is less than (α) = 0.005. This indicates that the alternative hypothesis (H1) was adopted. This outcome addressed the research's issue statement since the usage of Video-Based Discussion improved students' speaking abilities. b) The researcher discovered during the pre-test that certain students in both the experimental and control groups had trouble responding to the question because they lacked the necessary vocabulary. The pre-test took the shape of an interview. To help participants expand their vocabulary list, the researcher provided vocabulary exercises before the conversation. As a consequence, they performed well on the post-test since their vocabulary had grown. As a result, they performed well on the post-test. The post-test also took the shape of an interview. c) Because the students were still getting acquainted with the procedure in the earlier treatment sessions, the researcher saw challenges in time management. However, the students began to adapt to the strategy during the second and subsequent meetings. Therefore, the researcher could successfully use the procedure up until the final treatment meeting.

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