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Improving speaking fluency using video vision

Yuliana Ningsih[1]
Adhiela Noer Syaief[2]

Politeknik Negeri Tanah Laut, Kalimantan Selatan[1,2]
email: yuliananingsih@politala.ac.id[1]
email: adhielanoersyaief@politala.ac.id[2]

Abstract - This study aims to investigate the use of video vision to improve students' English-speaking skills at Politeknik Negeri Tanah Laut. This research is action research conducted in two cycles with a subject of the 4th semester of the Mechanical Engineering Department of Politeknik Negeri Tanah Laut in the course of 'English for Communication', academic year 2017/2018 with total 22 students. The data source is the result of an English-speaking skill test conducted at the end of each cycle. The data were analyzed quantitatively and quantitatively to determine the improvement of English-speaking skills in the learning process on the implementation of the video vision on Machine Technology in the classroom. The findings showed that there was an increase of learning process, from classical mastery in cycle 1 and the average absorption in Cycle 1, after continued cycle 2 and the result of classical mastery - average absorption also increased in the category 'good'. Based on the results revealed that these learning media give a change in the learning process to improve students' English-speaking skills in the classroom by applying video vision.

Keywords: learning media, speaking skills, learning process

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1. Introduction

The process of speaking involves three things: the speaker, the information to be conveyed, and the listener. These three things can also be the effect of success or failure for one's speaking skills. Nurjamal et al. (2011: 4) explain that the truth of speaking can be said to be easy and difficult. The important thing it is as long as we master what we will talk about.

Arsyad (2007: 6) stated that learning media have several terms including listening devices, instructional material, audio-visual communication, visual education, educational technology, props, and explanatory tools. Video vision on machine technology is a learning model for conveying a process of several automotive engine working methods that are contained in video vision on machine technology, which the video can measure the ability of students to absorb information directly and convey the process of how it works by using English especially speaking skill. The video provides an overview of some of the workings of the machines that they have learned in majoring Mechanical Engineering because ideally, machine students must know the process of working. So, from this video vision on machine technology is expected to make it easier for students to deliver it in English especially speaking skill, and their ability to speak English will also increase.

Based on the description of the background, the problem of the research is: Is the use of video vision media able to improve the English-speaking skills of Mechanical Engineering's students of Politeknik Negeri Tanah Laut? In accordance with the problem of research described above, the purpose of this study is to improve English-speaking skills of students of Mechanical Engineering Majoring of Politeknik Negeri Tanah Laut by utilizing video vision.

The results of this study are expected to provide benefits both practical and theoretical. Theoretical benefits; as a study material for increasing English-speaking skills for students, as an alternative solution for educators to overcome various difficulties in teaching related to learning media, and as a reference for future research. Practical Benefits: the benefit for students is to be able to improve their speaking skills, especially English, the benefit for students is the increasing insight into teaching English, for institutions, this research can be used as input for Institutions and related institutions in compiling and implementing guidance programs for students.

According to Maxom (2009: 183) speaking is the most important skill in teaching English to be mastered in school. Through speaking, students can express their ideas, feelings, and desires to others. In schools or colleges, the students learn to speak English more easily because there are teachers or lecturers and they are friends who can be facilitators and their partners to practice English. Izzan (2007: 1) added that English as a second language and an international language is widely used in all countries in the world. He said that English was used in almost every aspect of our lives, such as in science, education, technology, business, and news. When educators ask students to say something about their opinions, most of them feel insecure about expressing it. They are embarrassed to make mistakes in speaking English. Piccolo (2010) said that one speaking problem faced by students occurred because they were worried about making mistakes, accepting criticism or losing faces in front of the classroom.

Based on the explanations above, the impact is they are silent and do not participate in activities related to English. Students who feel trial anxiety consider foreign language processes, and especially oral production, as a test situation, not try to

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take the opportunity to communicate and improve skills. So, from that the researcher believes that if students are unattractive, it does not matter what the educator or the best way to teach it; in the long run, it will be a waste of time taken for granted and there must be more than one way to develop oral production smoothly, a way for students to express themselves verbally in their own words, not merely memorizing.

According to Sanjaya (2007: 162), direct experience is, of course, a very useful for the learning process, because it conducted in order to misconception can be avoided. In addition to the benefits of direct experience obtained, the use of learning media can clarify the information that will be delivered by educators to students. Besides the benefits that can be taken based on the use of learning media according to Arsyad (2007: 25—27), the practical benefits of using learning media in the teaching and learning process are as follows: (1) Learning media can clarify the conveying of messages and information so it can facilitate in fluency and improve learning processes and learning achievements, (2) learning media can improve and direct students' attention so that it can lead to motivation to learn, direct interaction between students and their environment, and the possibility of students to learn on their own according to their abilities and interests, (3) learning media can overcome sense limitations, space and time, (4) Learning media can provide students with similar experiences about events in their environment.

The use of learning media provides many benefits in the learning process. However, the benefits of using learning media depend on the characteristics and capabilities of the media used in the learning process. This causes grouping or classification according to the similarity of characteristics or the characteristics (Sadiman, 2008: 19). Bertz (in Sadiman, 2008: 20) stated that the types of media including audio media, visual media and audio-visual media.

The criteria for selecting learning media must be developed in accordance with the objectives to be achieved, the conditions and limitations that exist by considering the abilities and characteristics (characteristics) of the media concerned (Sadiman, 2008: 85).

Video vision as a learning media to improve English speaking skills is an audio-visual media that displays the process of how the machine works accompanied by the sound of the instrument. Video vision on machine technology that contains images and sounds can be stored on a video compact disc. Sadiman (2008: 294) argued that in addition to store the image and sound information on magnetic tape, there is one more system, namely storing image and sound information on a disc. Arsyad (2007: 36) added that VCD (video compact disc) is a storage and video recording system in which audio-visual signals are recorded on plastic disks, not on magnetic tape. Furthermore Arsyad (2007: 49) argued that video can increase students' basic motivation and experience.

Video vision on machine technology, which is the video contains the workings of the engine which has relation with students' daily life in college, the Mechanical Engineering. From the contents of the video, namely the machine work process that has become their knowledge and also one of their interests in the machine. So, from the interest in the machine, the video vision on machine technology that contains the work process of the machine is able to motivate students to convey something even some of the processes contained in the video because the content of the video is something they know. That's where the proponent's strategy is to make students have the desire to convey the contents of the video using English (speaking in English) smoothly.

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2. Method

This research was conducted in the fourth semester of Mechanical Engineering majoring, Politeknik Negeri Tanah Laut, which is the even semester from January to June 2018, dealing with 22 students. This study uses an action research design. Classroom action research is research conducted by teachers in classrooms or in schools where they teach, with an emphasis on improving or enhancing learning practices and processes (Susilo, 2007: 16). According to Basrowi and Suwandi (2008: 34—40), the characteristics of Classroom Action Research include an inquiry on practice from within, a collaborative effort between school teachers and teacher educators, a reflective practice made.

Research Techniques applied here the stages, namely planning, acting, observing and reflecting (Ahmad in Rozak, 2011: 27). These stages can be described as follows.

1. Planning, before making observations or observations needs to be held planning carried out in general and specifically. General planning includes:
a. A form of action in research according to goals and problems.
b. Formation of student groups planned according to the techniques used in each cycle.
c. Courses are prepared and developed based on courses in the fourth semester and in accordance with the research actions and direction to be achieved.
d. Making the appropriate instrument is documenting the conditions during the study.
e. The challenge of the success measurement format is to see the success of the research in process and results.
2. Acting, at this stage of implementation, the researcher gives students class action, namely applying practical material machine technology videos to the English for Communication course.
3. Observing, at this stage the researcher conducts observations carried out together with the implementation of the action.
4. Reflection, after making classroom observations, the researcher and lecturer who teach in the class reflects and conclude what has happened and can decide for the next action, whether the action is stopped or continued. Following is the procedure scheme for implementing classroom action research according to Ahmad HP (in Rozak, 2011: 27).

The techniques used to collect the data above include:

1. Observation. Observations are made to monitor the process and impact of learning needed to organize corrective measures to be more effective and efficient (Amir, 2007: 134).
2. Questionnaire (Questionnaire)
3. Interview. Interviews are conversations with specific intentions.
4. Test. The test in this study is used to determine the progress or success of the implementation of the action in the form of a test to convey something that has been shown before through the video that is the performance test.
5. Document. Documents are data sources that often have important positions in qualitative research. Slamet and Suwarto (2007: 53) explained that documents are written material or film used as data sources.

Data validity is the truth of the research process. The validity of the data is accounted for and can be used as a strong basis in drawing conclusions. Burn (in Basrowi and Suwandi, 2008: 122—123) suggested that the five validity criteria in

action research include: democratic validity, outcome validity, process validity, validity of the catalyst, Dialogical validity. This study used democratic validity because it deals with the level of truth of collaborative research and accepts multiple input. Democratic validity is intended as proof that the data obtained by the researcher are in accordance with what actually happened in the field of the research.

3. Results and Discussion

Data analysis is an effort (process) to select, sort, discard and classify data as expected. Data analysis was carried out from the beginning to the end of the data collection activities.

Data analysis techniques used in analyzing quantitative data from the results of student learning tests to determine the percentage of completeness learning can be seen below.

Individual Absorption (DSI): Individual Absorption = (student achievement score)/(maximum score question) X 100%. A student is stated to have completed learning if the percentage of individual absorption is at least 70 (Ranya, 2014: 19).

Classical Learning Completeness (KBK): Classical learning completeness = (number of students completed)/(total students) X 100%. A student completes if the percentage of classics achieved at least 80 (Ranya, 2014: 19).

Classical Absorption (DSK): Classical learning completeness = (total score of participant)/(all ideal score) X 100%. A class is stated that completeness in learning to if the percentage of classical absorption is at least 70 (Ranya, 2014: 19).

Analysis of qualitative data from observational data on students activities following learning with modeling strategies was analyzed by percentage techniques using the formula based on Ministry of Education and Culture 2004 (in Ranya, 2014: 19) as follows:

Average value = (total score indicator)/(maximum score) X 100%.

The success criteria for the action are as follows:

NR ≥ 90 %	: Very Good	5
75% ≤ NR <90%	: Good	4
55% ≤ NR <75%	: Enough	3
35% ≤ NR <55%	: Poor	2
NR <35%	: Very poor	1

Based on the results of the study, quantitative data showed that students learning achievement are in the form of the percent and the average value obtained from the final results from the cycle I, and the final test cycle II. Furthermore, the data is compared to determine the increase in students in speaking at each treatment which is conducted.

The Evaluation of Student test results in Cycle I

The results of the observations for students' activity in the first cycle showed that the percentage of achievement in the category enough that was 60%, it meant that it needed evaluation in the management of learning in order to get maximum results. While the results of the students' questionnaires showed that in the application of video vision on machine technology students expressed strongly agree as much as 73%, agree

26% and there was 1% stated disagree. The results of the questionnaire stated that the application of instructional media and this video-vision had a positive impact on students and lecturer. Students feel interested and enjoy the interaction process in class, especially when speaking something they understand their knowledge with its own uniqueness explained and conveyed in English. They also feel happy because the videos contained in the video are work processes that they already know from the course taken in the thing of Mechanical Engineering, it is special challenges in the delivery of using English. Because of their high willingness, so the results are maximized. But when the problem is related to talking critically and creatively they find it difficult because it takes a special time in applying it, they are only able to explain something based on the video.

The following data are the results of student speaking tests in the first cycle:

Score	382
Maximum score	550
Individual completeness	12 students
Classical completeness	54.54%
Average absorption	69.45 %

The results of monitoring the evaluation of students in the first cycle showed that the results of student achievement where most students were still awkward and felt ashamed to speak especially to those who were classified as low-ability students. They are difficult to convey ideas or responses based on the video because they feel they are unable to compete with smart students. In this first cycle, classical completeness obtained a percentage of 54.54%, and the average absorption rate was 69.45%. Based on the data, only students who are classified as smart receive this percentage.

Reflection in Cycle I

The activity carried out at this stage is collecting data obtained at the test stage of student learning achievement. Based on data analysis, reflection is carried out to see deficiencies that occur during the learning process. Deficiencies that occur in the first cycle will be corrected in the next cycle. Based on the results of the evaluation during the implementation of the first cycle of action there are several important things that need to be improved in managing to learn, namely; giving guidance when students do simulations is still low, students have not dared to appear in front of the class, student learning achievement both individual and classical are still low. Based on weaknesses and shortcomings, in the first cycle, researchers can improve in order to it will not occur again in the second cycle.

The Evaluation of Student Test Results in Cycle II

Observations in the second cycle only continue and evaluate the results of the first cycles, the shortcomings in the learning process can be overcome by visible changes in improvement. The percentage of student activeness in the second cycle is 91%. So, the results of observations of student activities experienced a percentage

increase, from the first cycle only reached 60%, increased to become 91% in the second cycle. The following data are the results of student tests in the first cycle:

Score	440
Maximum score	550
Individual completeness	19 students
Classical completeness	86.36 %
Average absorptive power	80%

From the evaluation of the data, students speak English based on video vision on machine technology which is a video that contains the machine work process in the second cycle and obtained results were 22 students, 19 students who completed or classical completeness reached 86.36% and the average absorption students by 80%. This shows that the ability of students of Mechanical Engineering to speak English can be improved by utilizing video of machine technology.

Reflection Cycle II

From the results of the final test evaluation in the second cycle, it can be seen that the actions conducted by the researcher have been maximized. It can be seen from the acquisition of classical completeness which has increased from 54.54% in the first cycle to 86.36% in the second cycle. From 22 students who took the final test completed by the individual in the first cycle are 12 students, in the second cycle rose to 19 students. The average absorption in the first cycle was 69.45% to 80% in the second cycle. Based on the description above it can be concluded that deficiencies that occur in the first cycle can be overcome in the second cycle. Therefore, learning English especially speaking activities of students by utilizing video vision on machine technology for students of Mechanical Engineering Department has succeeded and no longer needs to be continued in the next cycle.

The indicator of the success of research with this strategy, if the individual completeness of students has reached 70, classical completeness has reached 85% and the average absorption rate of 75%. The use of video of vision on machine technology which contains video the working process of engine as a media for English language learning, especially Speaking Skill for students with results achieved in two cycles can improve English speaking skills of students, especially the Mechanical Engineering Department, Politeknik Negeri Tanah Laut. The evaluation results of students' ability to speak English in the first cycle with simulation techniques from 22 students, there were 12 students who completed, the percentage of classical completeness was 54.54, and the average absorptive of 69.45 in the second cycle increased from 22 students who took the test and 19 students who completed, the percentage of classical completeness became 86.36 and the average absorption capacity became 80.

Based on the description above, it can be concluded that the ability of students in learning English, especially speaking English, which is intended for video technology in the fourth semester of the Mechanical Engineering Department, Politeknik Negeri Tanah Laut, can be improved using simulation techniques.

4. Conclusion

Teaching and learning activities by utilizing videos vision on machine technology machine have a positive impact in an effort to improve students' learning achievement and activity. This can be seen by the increase in completeness and absorption of students in each cycle, namely in the first cycle completeness was only 54.54%, in the second cycle rose to 86.26%. The average absorption rate in the first cycle was 69.45%, in the second cycle, it increased to 80%. While the activeness of students in the application of videos of vision on machine technology also changed from the first cycle reached 60% to 91% in the second cycle. It shows that video vision on machine technology is able to improve students' speaking skills, especially the Mechanical Engineering Department of Politeknik Negeri Tanah Laut.

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