

The Effect Of Flores Local Content Video on Students' Speaking Skill of SMPN 1 ENDE

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Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana efektifitas penggunaan video berbasis muatan lokal Flores pada kemampuan berbicara siswa sekolah menengah pertama Negeri 1 Ende. Penelitian ini berjenis penelitian tindakan kelas dengan menggunakan metode eksperimental semu. Hasil penelitian ini menunjukkan bahwa Video Muatan Lokal Flores belum mempengaruhi kemampuan berbicara Bahasa Inggris siswa SMP Negeri 1 Ende dikarenakan siswa belum terbiasa menggunakan menggunakan video berbasis muatan lokal daerah Flores, melainkan siswa terbiasa dengan terapan video pembelajaran bahasa Inggris secara umum. Peneliti berharap artikel ini dapat bermanfaat bagi pelajar dan guru serta peneliti ke depannya yang akan mengkaji peningkatan kemampuan berbicara bahasa Inggris siswa. Peneliti juga berharap para guru dapat mengkreasi dan menerapkan video pembelajaran Bahasa Inggris berbasis muatan Lokal daerah setempat.

Kata Kunci: *berbicara bahasa Inggris; video pembelajaran; konten lokal Flores*

Abstract: *This study aimed at determining the effectiveness of the use of video-based on local content Flores on the speaking ability of students at SMPN 1 Ende. This research is a classroom action research with the quasi-experimental method. The results of this study indicated that the Flores Local Content Video has not affected the English speaking skill of SMP Negeri 1 Ende students because the practical learning method of speaking English does not use videos based on local content in the Flores area, but students are familiar with the implementing of English learning videos in general. The researcher hopes that this article can be useful for students and teachers as well as future researchers who will study the improvement of students' English speaking skills. The researcher also expects that English teachers can create and apply English learning videos based on local content.*

Keywords: *speaking competence; learning Video; Flores local content*



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A. Introduction

The teaching of English as a foreign language (EFL) with the inclusion of cultural aspects of the learners has become important in recent years. In Indonesian context, the government have a goal to cue in local culture knowledge towards young generation in school subjects, in order to preserve the local wisdom. It is said that students have one stop learning while learning English and local culture as well. Language teaching and learning has many different cultural aspects, the first aspect to be explored is content (Risager, 2011) Many studies on the use of local contents on EFL learning materials have shown that English skills of the learners improve as their EFL learning is engaged with their local content knowledge. It reveals that the use of Javanese folktales in teaching English for primary school students in Solo results in enhancing students' understanding of English language at their level (Prastiwi, 2013). However, this kind of study is available only in particular areas of Indonesia. The incorporation of local contents in the area of Flores, East Nusa Tenggara Province into EFL learning materials is hardly found.

In addition to local content inclusion to EFL learning materials, the advance of multimedia and technology can also facilitate English language learning. The use of audio visual or movies attract students' attention, present language in a more natural way that found in course-books (Ismaili, 2013). In Indonesian, the use of digital presentation (Nugraha, 2014), and social media, such as Facebook (Rodliyah, 2016) are proven to improve learners' mastery of English, particularly in the areas of listening, speaking, reading, and writing skills respectively. (Surtikanti, 2014) said that the video-based supplementary materials is suitable for teaching speaking for the seventh grade students of SMP Negeri 12 Surakarta. Another learning media was movie, since learners prefer enjoyable activities which make them feel comfortable in learning (Sari & Apriani, 2020). Fralinger, Barbara, 2009, added that You Tube is useful in classrooms because of the advancing of technology. Although these studies show the importance of the integration of technology in teaching and learning of English in Indonesia as suggested in the Decree of Indonesian Education Minister, number 65 in 2013 (Permendiknas, 2013) the ones related to East Nusa Tenggara Province contexts, particularly in Flores Island have not been studied yet. Considering the aspects of local contents and technology use in English class, the present study is going to incorporate Flores local content in the form of videos in English speaking class. As asserted in Thombury, 2005, of all four key language skills, speaking is one of the most essential skills people use every day rather than expressing their minds in the written forms, people tend to speak in doing so. Even though (Kim, 2007) argues that the use of videos in English class has several drawbacks, such as time-consuming and unsuitable to learning goals, animation videos can be used to enhance learning if appropriately designed and used. Therefore, this research will explore students speaking skills through the use of readily available videos containing local culture in Flores Island of East Nusa Tenggara.

To anticipate the negative aspects of video use in EFL learning, this study will also investigate the use of the available videos containing Flores local culture to measure the effects of Flores local contents in improving students' English speaking skill. The videos used in this study will be taken from the internet adjusted to the syllabus of the speaking class of the students.

In relation to typical EFL texts, (Widdowson, 2005) has criticized them as failing to engage students while providing limited and unrealistic cultural information. He suggests that teachers

use the culture that already exists in the classroom along with more authentic materials which will be of greater interest and relevance to the student. Most teachers however are not trained to do this and still rely heavily on the text books for content, inspiration and perspective. As a result it is quite difficult to break the cycle and create materials with broader objectives and cultural content. As regards speaking as one of the language productive skills, it is chosen to be further investigated due to the demand of speaking English in today's era. To improve speaking skills of the students, some schools have the policy to provide extra classes for English speaking practices. The schools with this policy will be involved in this study to make it more focused. Bearing in mind the incorporation of local aspects of Flores into EFL syllabus for speaking class, this study will be entitled the effect of Flores local content video on speaking skill of junior high school students in Ende.

B. Methodology

Research Design

This study collected quantitative data by using quasi-experimental design. This kind of research requires two groups to be compared, namely experimental and control group. (Creswell, 2014) stated that quasi experimental design is the experimental class and control class are selected without random assignment, both groups take a pre-test and post-test. In the experimental group, the participants received the treatment of learning English using Flores local content videos. Meanwhile the control group did not receive similar treatment. This means that the control group learned English by using videos of English language learning that are based on the genres of the texts that the English teacher normally does. These treatments will be further discussed in the research instruments parts. The two groups were established to have a pretest, the treatment or intervention of using videos, and a post test. This is illustrated in the following table.

Table 1. Quasi experiment Design

Sample	Pretest	Treatment	Posttest
A	O1	X	O2
B	O3	Y	O4

Where:

A: Experimental Group

B: Control Group

O1: Pre-test of experimental group

O2: Post-test of experimental group

O3: Pretest of control group

O4: Post-test of control group

X: Learning English by using Flores local content videos

Y: Learning English by using non Flores local content videos

This study was conducted in SMP Negeri 1 Ende. The population was all Grade IX students of this junior high school. Two classes containing 31 students each were involved in this study. They were purposively selected as the samples because they were in the same academic year, that is to say Grade IX who have been learning English with the same teacher since they were in Grade X. Each of these two classes was treated as experimental and control group, respectively. To put it more simply, 31 students are the samples of experimental group who learned English

using Flores local content videos and another 31 students are in control group who learned English conventionally using videos without the contents of Flores local aspects on them as their teacher tends to do. During the study, these two separated groups of students went through speaking pre-test and post-test with the interruption of using the aforementioned videos when learning to speak English for 6 classes each of which lasts for 90 minutes. The data of this study was in the forms of scores taken from the results of both pre-tests and post-test undergone by these two sample groups.

Research Instrument

The instruments of this study are classified into two, namely the test instruments and the non-test instruments. Test instruments are the role play performance guide based on the given topic and the scores of the tests. The two sample groups received different guide based on which group they are in so they can perform the role play as instructed. This kind of instruments were validated by the experts in EFL and the teacher who was directly involved in this research. Besides, to obtain speaking test results in both pretest and posttest, the participants' performance on the role play were assessed using the speaking test scoring rubrics adapted from (Brown, 2004). Both groups' performances were rated by the teacher and the collaborator (the researcher) and the scoring were validated using Pearson Product-Moment Correlation to find out the reliability between the two raters. This SPSS computation shows that the judgments of the two raters were reliable as the correlation coefficient is significant.

The validity of the instrument has been tested by content validity. The writer used recount text as the major part of the test and it was suitable with syllabus. The analysis can be checked in the appendix. Furthermore, for both pre-test and post-test, the researcher used scoring guide proposed by Brown which provides rating scale for five criteria of the elements of speaking skill. They are; pronunciation, vocabulary, grammar, fluency and comprehension.

Table.2 Speaking Assessment Rubrics

Indicators	Score	Assessment
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent in intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturbs. The native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent and fully accepted by educated native speakers.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional
	4	Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary.

	5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary or idioms, colloquialisms, and pertinent, cultural references.
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary construction quite accurately but does not have through or confident control of grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversation on practical, social, and professional topics.
	4	Able to use the language, accurately on all levels normally pertinent to professional needs. Errors grammars are quite rare.
	5	Equivalent of that of an educated native speaker.
Fluency	1	No specific fluency description (refer to other languages areas for implied level of fluency).
	2	Can handle with confidence but not with facility most social situation, including introduction and casual conversation about current event, as well as work, family and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of the fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition or paraphrase.
	2	Can get the gist of most conversation of nontechnical subjects
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent of that of an educated native speaker.

(Adapted from:(Brown, 2004):172 – 173)

In addition to this, the non-test instruments were the lesson plans developed for this study. They were validated using experts' judgment so it can be reliable to be used in this research as a guidance of teaching and learning practices for the sake of this research. Having confirmed that the two kinds of instruments are valid, then the next analysis can be further proceeded.

Data Analysis

To answer the research questions, the data was analyzed quantitatively using SPSS software of 21.0. Version for Windows. According to (Sugiyono, 2011) when samples are correlated to compare pre-test and post-test and or experimental group and control group, sample t-test

should be employed. Therefore, to answer whether there is improvement of students' speaking skills after using Flores local content videos, t-test of the samples will be measured. Prior to this, the analysis is begun with the scoring tabulation of the pre-test and post-test of two sample groups using excel format as in the appendix.

C. Findings and Discussions
Findings

Having the test instruments reliable to be further analyzed, the research statistics on the matter will be presented here. Below is the table of Paired Samples Test of this research showing whether there is improvement on students' speaking skills after learning English using videos of Flores local contents. The results can be found in the value in the last column of this table at its Sig. (2-tailed) value.

Table 3. Paired Sample Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
				Lower	upper			
Pair 1								
Experimental Pretest - Experimental Posttest	.407	2.406	.463	-.544	1.359	.880	26	.387
Pair 2								
Control Pretest - Control Posttest	-3.296	3.801	.731	-4.800	-1.793	-4.506	26	.000

The values of the above statistics, often referred to p values, are 0.387 for experimental group tests and 0.000 for control group. That means that the p value for experimental group is greater than .05 and the p value for control group is less than .05. Therefore, we can conclude that there is no statistically difference between pre-test and post-test undergone by participants in the experimental group after receiving treatment in this quasi experiment. On the other side, it is interesting to note that statistically there is difference in results of pretest and posttest taken by the participants in control group.

Moreover, the results can also be seen from the mean for both groups in the table of Paired Samples Statistics below that shows the mean for the pretest and post-test in the experimental group are quite similar at around 17. Meanwhile, the mean for the pretest and the post test in the control group are around 13 and 16, respectively. In each condition, the total number of the participants (N) is 27 students.

Table 4. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Experimental Pretest	17.63	27	2.950	.568

	Experimental Posttest	17.22	27	2.764	.532
	Control Pretest	13.07	27	3.551	.683
Pair 2	Control Posttest	16.37	27	2.256	.434

Pertaining to the mean shown in Table 4.2 above, it is revealed that mean number of the posttest and pretest of experimental group has no difference and it can be concluded that there is no improvement of the results in students' speaking skills after learning English using videos containing Flores local contents. On the contrary, the mean of posttest in control group is greater than in its posttest, indicating that even without using Flores local contents students can perform their speaking skills better.

Discussions

The findings of the study statistically showed that based on the results of the pretest and posttest there is less significant improvement in the speaking skills of the experimental group students compared to the control group ones. In other words, the result had shown that the impact of Video of Flores Local Content had not yet influenced the students' speaking ability. It can be said that the students are not practically taught by using video of Flores Local content because they are used to learn by using common video of language learning. Interviews with the teacher prior to and after the implementation of local content videos to the experimental group revealed that the teaching and learning of English in both groups and the whole school have been dominated by the conventional method based on the existing curriculum and syllabus. It has been obvious that English teachers mostly use textual rather than audio visual in the teaching and learning of English. It was also reported by the teacher that the experimental group students had positive enthusiasm when learning English for conversation using local content videos. The little significance of improvement in their speaking skills tested after the using of local content videos was quite probably resulted from other factors besides the conventional method of using textual approach. One factor which plays an important role is the duration of the program. Since the implementation of video local contents in the teaching and learning process was conducted in a very limited time (six meetings), the students, who are not used to this method of learning might find it hard for them to adapt to the new method. Another factor which might contribute to the little significance of improvement was the content of the videos presented to the students. As shown in the appendix, most of the videos are of authentic materials, which might be difficult for the students to comprehend.

D. Conclusion and Suggestion

Based on the findings and discussion in the previous section, there are two things that serve as the conclusion of the present study. First, the implementation of Flores local content videos has not been effective in improving the students' English speaking skills. However, it is not necessary to say that this study is not applicable. The other thing to conclude from the discussion deals with two factors that might hinder the improvement of the students' speaking skills: First, the method is a new one, so the students find it difficult to adapt to it. Second, the short duration of time for implementing such a method. It can be concluded that the program requires a longer period of time to get the students used to.

In line with the conclusion, there are two points to be suggested in this study. The first one is addressed to the English teachers. It is suggested that the teachers use various methods of teaching, one of which is using local content videos to improve students' English speaking skill. The other suggestion is for future researchers. Considering the limitation of the present research study, the future researchers are suggested to employ experimental method of data collection, which requires longer time for implementing the method in question.

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