

Activating Students Speaking Ability through English Dialogue Video

Apriyana Melly I. M¹, Samtidar^{2*}, Amirullah Abduh³

^{1,2,3}English Education Department, State University of Makassar, Indonesia

*Corresponding E-mail: samsidar@unm.ac.id

Abstract

The purpose of this study was to determine the use of English dialogue video on students' speaking ability. This research method was a pre-experimental design. The population of this research was the tenth-grade students of SMAN 2 Jeneponto in the academic year of 2022/2023 through a random sampling technique. There were 35 students from X MIPA 2 selected as the sample of this research. The instrument of this research was an English dialogue test to be delivered as the pre-test and post-test and recording to record the dialogue test. The research finding showed that using English dialogue video was significant to activate students' speaking ability. It was proven by the mean score of the students' pretest was 5.26 and the mean score of the students' post-test was 6.87. From that data, it could be concluded that the use of English dialogue videos could activate students' speaking ability.

Keywords: *English, Dialogue Video, Speaking Ability.*

1. Introduction

English is one of the languages in the world. English has become an important language. It is spoken by many people all over the world. English has become an international language that is being used in many fields of activities such as, industry, military, business, technology, tourism, transportation, sport, international relation and etc. English is a foreign language in Indonesia. It is being learned in school from elementary school until university. It becomes as a local content for some of elementary schools, a compulsory subject in junior and senior high school and it becomes as a complementary subject for the higher education institution. English also known as international language.

In teaching speaking the teacher should have effective and interesting ways to get the students to speak. In teaching English speaking, there are three main reasons for getting students to speak in the classroom. Firstly,

speaking activity provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. Stated by Harmer (2007).

Video is the perfect medium for students who are auditory or visual learners. It is important for teachers to select the video, relate the videos to the students' needs and promote active viewing, and integrate the videos with other areas of the language curriculum stated by Heinich (2002). In learning process video will give benefits for students specially in learning English. The students should understand English, in order to know about when, how and why they will communicate using English. In the fact, there are still

problems for students in learning English speaking it is because they usually talk using a mother language that is Bahasa Indonesia, and they rarely practicing conversation in English with each other in class.

Dialogue usually presents as a speaking process, in which the people in the dialogue will talk to each other about something. In a dialogue the students or the character will have opportunity to exchange their opinion it will make a nature situation in speaking. Therefore, dialogue can be used to help the students to improve their English-speaking ability. In order to present a dialogue in interesting way the teacher can use a video as learning media. By using a video to present a dialogue the students will have chance to listen the words, to see the expression, and to read the text. So, that the students will be interest and comfortable in learning. It is so important to activate the students' speaking ability. Activating is an activity of causing something or someone to have energy to do something or be active. So, activating students' speaking ability is a way to support the student to have a better English specially in speaking, by activating students' speaking ability the passive students would be active.

This research would use video dialogue that contained a conversation that related to the topic of the lesson in animation type. Based on what have been mentioned, the researcher is interested in conducting a study that related to the students speaking ability under the title "Activating Students Speaking Ability Trough English Dialogue Video".

2. Literature Review

2. 1. Speaking

2. 1. 1. Definition of Speaking

Speaking is a way for human to express what they want to say to other people by using a language as a tool for delivering their ideas and their feelings to the listeners. Speaking is part of human's daily activity because it makes

activity easier to be communicate with social function of language, however, Speaking is related to communication, speaking is a skill to use a language appropriately to express some ideas, opinion, or feelings in order to give or get information and knowledge from other people who do communication (Richa, 2020). It means in speaking it should have feedback between the speaker and the listener, so that the communication will going well.

Speaking is a skill that has an important role in communication. The act of communication through speaking are commonly performed in face-to-face interaction and occur as a part of dialogue or rather than verbal exchange stated by Widows (1985). It means that through speaking the ides can be express freely and in the act of speaking involves not only the production of sound but also the use of gesture, the movement of the muscles of face or emotion in order to make it clear without ambiguity in a conversation.

2. 1. 2. The Function of Speaking

The function of speaking classified into three types; talk as interaction, talk as transaction and talk as performance. Each of these activities is quite distinct in terms of form and requires different teaching approach stated by (Brown and Yule, 1983). The explanation of the types is down below.

a. Talk as Interaction

Talk as interaction refers to what we normally do by conversation, in which the interaction severs as a primarily social function. When a person meets with others, they exchange greeting, engage in small talk, recent experiences, and talk about their selves, it because they wish to be friendly and to build a comfortable situation of interaction with others.

b. Talk as Transaction

Talk as transaction refers to situation that focus is on what is said or done, it is related to negotiation or digression and in this function linguistic accuracy is not always important,

talk or speak in negotiation situation rarely happen.

c. Talk as Performance

Talk as performance refers to public speaking in which it transmits information before audience, such as classroom presentation, promoting product, public announcement and speeches.

2. 2. Dialogue

2. 2. 1. Definition of Dialogue

Dialogue is a conversation that mostly practicing by speaking face to face with two or more people is a communication of two-way process: what A says help to shape B's replay, which in turn influences A's answer and so on. But A, however accurately he may think he can predict what B will say, never knows for sure what exactly will be said. Often big jumps are made which could in no way have been predicted. It is this spontaneity and unpredictability of oral/aural communication. Traditionally, dialogue practice was provided in such a way that students A and B were fully aware of what each would say before the dialogue began (Matthews and Read, 1989). The dialogue is a sample of how the language is used as the strategy to over the learns' a dialogue in learning, means not merely memorizing; it means memorizing so thoroughly that one is able to recite the whole very rapidly almost without thinking about it. In later steps, the learner examines selected points of grammar that are illustrated in the dialogue, goes through a series of drill on these points, and finally uses the new material in genuine or simulated communication (Nugraha, 2018).

2. 2. 2. The Characteristic of Good Dialogue

In teaching a language it is often use dialogue, so dialogue has important role in language teaching, in order to achieve the goal in teaching a language, the teacher should pay attention to the characteristic of dialogue to make the learning process going well. Here are

some characteristics of a good dialogue by (Setiady, 2007);

- a. The dialogue should be short.
- b. The dialogue should have not more than three roles.
- c. The context should be interesting for the language learners.
- d. Previous vocabulary and grammar should be included in the dialogue.

2. 2. 3. Dialogue in Language Learning Process

Learning a language is a thing that most people do, mostly in learning English as the international language. The purpose of learning a language is to communicate with others without any hesitated thus why the fluency of speaking become important. The goal of learning a language is when the speakers can express their ideas freely, when the speakers can speak naturally and without too much thinking.

In learning a language, it is important to select learning activities (Rivers and Temperley, 1978) stated that Linguistic aspects of spoken language with which students need to be familiar in their communication and various types of bridging activities are by using many kinds of dialogues. It is important for the teacher to choose an effective method in structuring classes in which the students will be active in listening and actively speak as the respond of exchanging a dialogue with the students.

2. 3. Dialogue Video

2. 3. 1. Definition of Dialogue Video

Dialogue is a conversation between two or more person stated by Akbar (2018). Dialogue is concentrated conversation among equals, and offers helpful ways to work together cooperatively, encourage mutual understanding between diverse perspectives, and leads to stable, resilient outcomes stated by Winston (2015).

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual learners stated by Mustikawati (2013).

2. 3. 2. Dialogue Video in Learning Process

The use of video conversation as a model can help students speak more efficiently in speaking, the students will also be taught to explore and concept their ideas and also comprehend more about difficult pronunciation in speaking. Then, the students are asked to speak up in turn to convey their ideas about asking and giving opinion and respond. In this case, it helps the students to generate their ideas, associate words, and concept for the speech which means it can help the students in improving the speaking ability stated by Ningsih (2019).

According to Ningsih (2019) English video conversation can support the teaching and learning process. The students can learn a language not only by listening to how native speakers pronounce some word but also by observing their facial expressions it will affect their speaking ability. They can also learn about the culture, what other people wear, eat, from other countries what other people in other countries wear, eat and many more.

3. Research Methodology

3. 1. Research Design

This research used pre-experimental method that consisted of one group with pre-test and post-test design. The pre-test was given to the students in the first meeting and the researcher gave the students a treatment in six meetings and the post-test was given in the last meeting. For more explanation, the researcher depicted the design as follows:

O1 X O2

Where:

X : Treatment

O1 : Pre-test

O2 : Post-Test

3. 2. Research Variables

There were two variables that involved in this research, they are independent variable and dependent variable. The independent was dialogue, it was a method or a way that used for learning English in activating students speaking ability. While the dependent variable was the students' speaking ability. It is conducted at SMAN 2 Jenepono, the first semester of 2022/2023 academic year. The population of this study was in SMA Negeri 2 Jenepono first grade students 2022/2023 academic year. In the first-grade, there are 10 classes. Therefore, the total number of subject populations was around 300 students.

The sample of this research used random cluster sample depend on the decided sample. Used a lottery, after doing a lottery, one of the classes would come as the experimental class as the sample of this research.

3. 3. Research Instruments

The instrument of this research was dialogue test and recording. The researcher used dialogue as a test in pre-test and post-test to students in which one student would have chance to speak English to another student through an English dialogue. The researcher also used to record to record when the students was practicing the dialogue as the test, the function of this recording is to rectify in the event of an assessment error performed by the researcher when assessing directly in the classroom.

3. 4. Procedure of Collecting Data

a. Pre-Test

Pre-test was the first step that given by the researcher in the first meeting in the class. pre-test itself used to measure the student's speaking ability before used the English dialogue video as the learning media. The researcher put the students into groups that contained by two students on each group. So, the students read the dialogue in pairs based on the dialogue that given by the researcher. The students would do the English dialogue with around 14 lines, each of them got chance to do 7 dialogue's lines and the researcher would check the ability of student's speaking through speaking assessment.

b. Treatment

In this step, the researcher gave treatment during the speaking learning process. Treatment itself was given to the students to

found out about the student's speaking ability before and after the method used. The researcher as the teacher in the treatment process gave some materials of English, such as the used of should and must, the used of paired conjunction, small talk and showing care.

c. Post-Test

After the treatment, the next step was post-test. The post-test gave to the students in the last meeting after they received the treatment process. The aim of the post-test was to know and to measure the students' speaking ability after teaching and learning process. In this step the students practiced the same dialogue as the pre-test.

3. 5. Technique of Data Analysis

Table 1. Measurement of Speaking Accuracy

Classification	Score	Criteria
Excellent	9.1 – 10	There is only a minor influence of native language on pronunciation and two or three minors' grammatical errors occur.
Very good	8.1 – 9.0	There is slight influence of native language of pronunciation and some minor grammatical error occurs, but must of utterance are correct.
Good	7.1 – 8.0	The native language has a moderate influence on pronunciation and there are no serious phonological errors occur.
Fair	6.1 – 7.0	Pronunciation influenced by native language but only a few serious phonological errors and some grammatical errors which cause confusion.
Poor	6.1 – 7.0	Native language is heavily influenced the pronunciation and causing the communication breakdown and there are numerous basic grammatical errors.
Very Poor	0.0 – 5.0	Basic and serious grammatical errors are occurring and There is no evidence that any of the language skills were mastered by the student.

Table 2. Measurement of Speaking Fluency

Classification	Score	Criteria
Excellent	9.1 – 10	Speaks without too great an effort with a fairly wide range of expression and only one or two awkward pauses needed to find words.
Very good	8.1 – 9.0	The speaker talks very smoothly with only some of unnatural pauses.
Good	7.1 – 8.0	The pupils talk fluently and effectively with view of pauses but still able to deliver the word smoothly.
Fair	6.1 – 7.0	The speaker has to make an effort to choose words and the delivery of word is rather halting and fragmentary
Poor	5.1 – 6.0	Long paused as he sought the desired meaning, almost give up in making effort to find a word and the word deliver is frequently fragmentary and halting.
Very Poor	0.0 – 5.0	There are a lot of long and unnatural pauses. The delivery is very halting and fragmentary.

Table 3. Measurement of Speaking Fluency

Classification	Score	Criteria
Excellent	9.1 – 10	The listeners understand the speaker's intention and general meaning easily and there are only few interruptions for clarification.
Very good	8.1 – 9.0	The intention and general meaning of the speakers are fairly clear and required a few interruptions by the listener for classification.
Good	7.1 – 8.0	The majority of what the speaker says is easy to understand and having some interruption to deliver the sentence.
Fair	6.1 – 7.0	A lot of what is said can be understand by the listener, but the speaker must constantly seek clarification.
Poor	5.1 – 6.0	Only small bits (usually short sentences and phrases) can be understood, and only with great difficulty by someone who is used to listening to the speaker.
Very Poor	0.0 – 5.0	Almost nothing of what is said is understandable.

Table 4. Students' Score Classification

Classification	Scale
Excellent	9.1 – 10
Very Good	8.1 – 9.0
Good	7.1 – 8.0
Fair	6.1 – 7.0
Poor	5.1 – 6.0
Very Poor	0.0 – 5.0

4. Findings

The finding of this research shows the improvement of students' speaking skill

through English dialogue video at the tenth-grade students of SMAN 2 Jeneponto. The improvement of the students can be seen in the following explanation.

Table 5. The Improvement of Students' Speaking Accuracy

No	Test	Mean Score	Improvement
1	Pre-test	5.17	33.4%
2	Post-test	6.9	

Based on table, it shows the students' speaking accuracy which is the calculating result of students' pre-test and post-test. The mean score of students' pre-test was 5.17 and the mean score of the students' post-test was 5.9. From that data, it means that the students'

mean score of post-test is better than the students' mean score of pre-test. Based on the data, it can be concluded that activating students' speaking skill through English dialogue video can improve students' speaking accuracy with totally 33.4% of improvement.

Table 6. The Improvement of Students' Speaking Fluency

No	Test	Mean Score	Improvement
1	Pre-test	5.60	29.8%
2	Post-test	7.27	

Based on table, it shows the students' speaking accuracy which is the calculating result of students' pre-test and post-test. The mean score of students' pre-test was 5.60 and the mean score of the students' post-test was 7.27. From that data, it means that the students'

mean score of post-test is better than the students' mean score of pre-test. Based on the data, it can be concluded that activating students' speaking skill through English dialogue video can improve students' speaking accuracy with totally 29.8% of improvement.

Table 7. The Improvement of Students' Speaking Comprehensibility

No	Test	Mean Score	Improvement
1	Pre-test	5.01	28.2%
2	Post-test	6.43	

Based on table, it shows the students' speaking accuracy which is the calculating result of students' pre-test and post-test. The mean score of students' pre-test was 5.01 and the mean score of the students' post-test was 6.43. From that data, it means that the students'

mean score of post-test is better than the students' mean score of pre-test. Based on the data, it can be concluded that activating students' speaking skill through English dialogue video can improve students' speaking accuracy with totally 28.2% of improvement.

Table 8. The Students' Speaking Result

No	Test	Mean Score	Improvement
1	Pre-test	5.26	30.5%
2	Post-test	6.87	

Based on table, it shows that the students' pre-test was 5.62 and the students' post-test was 6.87. It means that the mean score of the students' post-test is better than students' pre-test. It can be concluded that activating

students' speaking ability through English dialogue video is an effective way to increase students' speaking skill, it can be seen from the percentage of the improvement was 30.5%.

Table 9. Students' Frequency and Percentage of Pre-test and Post-test

No	Classification	Range	Pre-Test		Post-Test	
			F	(%)	F	(%)
1	Excellent	9.1 – 10	0	0	2	6
2	Very Good	8.1 – 9.0	0	0	5	14
3	Good	7.1 – 8.0	7	20	13	37
4	Fair	6.1 – 7.0	8	23	7	20
5	Poor	5.1 – 6.0	8	23	5	14
6	Very Poor	0 – 5.0	12	34	3	9
Total			35	100	35	100

Based on table, it shows the students' score improvement by activating students' speaking ability through English dialogue video. In pre-test, 7 students from 35 students with percentage (20%) got good score, 8 students from 35 students (23%) got fair score, 8 students from 35 students (23%) got poor score and 12 students from 35 students (34%) got very poor score. While in the post-test there are 2 students from 35 students with percentage (6%) got excellent score, 5 students from 35

students (14%) got very good score, 13 students from 35 students (37%) got good score, 7 students from 35 students (20%) got fair score, 5 students from 35 students (14%) got poor score, and 3 students from 35 students (9%) very poor. It means that the students' post-test score and percentage is higher than the students' pre-test score and percentage. The result of post-test shows a better score than the result of pre-test.

Table 10. Paired Sample Test

		Paired Samples Test						
		Paired Differences			95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	Sig. (2-tailed)
Pair 1	Pretest - Posttest	1.605	1.0680	.1805	-1.9726	-1.2389	8.895	.000
		7						

Based on table, it shows that the value of Sig. (2- tailed) is $0.000 < 0.05$, that means H_0 is rejected and H_1 is accepted. It means that there are differences in score before and after activating students' speaking ability through English dialogue video. It also can be concluded that activating students' speaking ability through English dialogue video has an effect in improving students' speaking ability.

5. Discussion

This result in line with the research that have been done by Nugraha (2018) which showed that using a dialogue as learning media was effective way for students to improve their speaking ability it can be proved by the result of research in the mean score of pre-test and post-test in students' accuracy, fluency, and comprehensively mean score. The research conducted by Irianti (2011) also showed that dialogue was effective in increasing students' speaking interest and ability which was provided by the improvement of the mean score 71.80% after giving treatment. It has a relation with this research that shows English Dialogue is effective to be used in class but the difference is this study presents the English dialogue using video to activate students' speaking ability.

Based on the theory that was explained by Ur (1996) stated that Dialogue is very good to get learners practice saying target language without any hesitation within a variety of context. Ningsih (2019) English video conversation can support the teaching and learning process. The students can learn a language not only by listening to how native speakers pronounce some words but also by observing their facial expressions. It will affect their speaking ability. The result of this research is related to these theories which

shows the students' speaking ability improved significantly. It is indicated by the mean score of the result of the students' pre-test and post-test which was the mean score pre-test of the student was 5.26 and post-test mean score was 6.87. It shows that the mean score of the students' post-test is higher than the mean score pre-test and the percentage of improvement 30.5%. It can be concluded that the theories that stated by Ur (1996) and Ningsih (2019) are related to this research by seeing the result of this research which found that English video dialogue was effective in activating students' speaking ability.

Based on the explanation above, the result of this study found that after giving treatment to students with English dialogue videos, students' speaking ability improved. Practicing the dialogue after watching the dialogue video made the students feel easier because they have watched and listened to the dialogue before in the video. So, the purpose of this study was to find out how the dialogue video can activate students' speaking ability as the final assignment for the researcher and this study could be used to help the other researcher to do their study which will be related to this study. This study could be used to support and to give a new idea for the learning and teaching process in a different way than the method that was used in school.

6. Conclusion

Based on the finding and discussion, it is concluded English video dialogue can activate students' speaking ability. The mean score of students' speaking ability before using English video dialogue was 5.26 and the mean score of students speaking ability after using English video dialogue was 6.87. The data analysis shows that there was a significant

improvement in the students in activating their speaking ability in three elements which were accuracy, fluency and comprehensiveness.

References

- Akbar, A. P. (2019). *The Implementation of Dialogue by The English Teacher in Teaching Speaking at The First Grade Students in Mts N Pare Kediri Academic Year 2019/2020*. A thesis from: University of Nusantara PGRI Kediri.
- Bordious. C. (2004). *Teaching by Principles* (2nd Ed). Sab, Francisco: Longman.
- British Broadcasting Chanel (BBC). (2013, October 4th). Fluency and Accuracy in Speaking. Retrieved From: <https://www.teacingenglish.org.uk/blogs/english12345/fluency-oraccuracy-speakingenglish>.
- Brown. G. & Yule. G. (1983). *Teaching the Spoken Language*. England: Cambridge University Press.
- Freeman. D., & Richards. J. C. (1996). *Teacher Learning in Language Teaching*. New York: Cambridge University Press.
- Gay, L.R., Mill G., and Airasian. P. (2006). *Educational Research: Competence for Analysis and Application*. New Jersey: Parson Prentice Hall.
- Hardianti, H., Dollah, S., & Sakkir, G. (2023). Retelling Story through Picture Series to Improve Speaking Skill the Eleventh Grade Students of SMAN 6 Pangkep. *Journal of Excellence in English Language Education*, 2(1), 109-115.
- Harmer. J. (1989). *The practice of English Language*, New York: Longman.
- Harmer. J. (2007). *How to Teach English*. England: Person Education Limited.
- Harmer. J. (2007). *The Practice of English Language Teaching*: Pearson Longman.
- Heinich, R. (2002). *Instructional Media and Technologies for Learning (Seventh ed.)*. New Jersey: Macmillan Publishing Company.
- Irianti. S. (2011). *Using Role Play in Improving Students' Speaking Ability*. A Thesis From: State Islamic University Jakarta.
- Lowerison, J. (2006). *The Student-Centered Classroom*. New York Cambridge University Press.
- Matthews, A., Spratt, M., & Dangerfield, L. (1989). *Practical Technique in Language Teaching*. At the Chalkface. London: Batch Press.
- Maulani, N., Sahril, S., & Aeni, N. (2022). Correlation between Language Learning Strategies and Thinking Styles on Learning Outcomes of Senior High School Students. *Journal of Excellence in English Language Education*, 1(3).
- Mustika, A. (2013). *The Effectiveness of Using Video in Teaching Speaking for The Eighth Grade Students of Smp N 1 Manisrenggo*. A thesis from: Yogyakarta State University.
- Ningsih, F. (2019). *Using English Video Conversation "Asking and Giving Opinion" To Improve Students' Speaking Ability*. Pontianak: Tanjungpura University.
- Nugraha. A. (2018). *Improving the Student's Speaking Ability Through Dialogue (A Pre-Experiment Research at Tenth Class of SMK Somba Opu Sungguminasa)*. A Thesis From: Muhammadiyah University of Makassar
- Richa. R. (2020). *Improving Students Speaking Using Giving and Asking Opinion*. A Thesis from: IAIN Banjarmasin.
- Rivers, Wilga M & Temperley, Mary S. (1978). *Practical Guide to the Teaching of English as a Second of Foreign Language*. New York: Oxford University Press.
- Sakkir, G., Mahmud, N., & Ahmad, J. (2020). Improving speaking ability using English" Shock Day" approach. *International Journal of Humanities and Innovation (IJHI)*, 3(2), 50-53.
- Setiyadi, B. (2007). *Teaching English for English Learners (Tefl) 1*. Jakarta: Universitas Terbuka.
- Ur. P. (1996). *A course in Language Teaching*, Cambridge: Cambridge University Press.
- Widdowson, H. G. (1985). "Teaching Language as Communication". Oxford: Oxford University Press.

Wood. L (1998). *Communicative Language Teaching*. Cambridge: Cambridge University Press., & Madkur, A. (2017). Musyahadat Al Fidyu: Youtube-Based

Teaching and Learning of Arabic As Foreign Language (AFL). *Dinamika Ilmu*, 17 (2), 291–308.