Action Research: Video-assisted Guided Conversation to Enhance Senior Secondary Students' Speaking Skill

Dewi Syaroh Hidayati[1]

[1]English Language Teaching Program, Universitas Islam Malang, Indonesia

*Corresponding author: dewisyaroh14@gmail.com

Article Info	Abstract
	In reality, many English learners find it difficult to speak and to express their idea in English. Knowing less vocabulary, lack of self confidence, and pronunciation's error have mostly become the most popular reasons of the students to always keep their briliant ideas to speak. It was proven by the current research at one of senior secondary school in Jember which the students also have the same problems as mentioned above. Therefore, the objective of this research was to enhance senior secondary students' speaking skill. The researcher employed classroom action research as the research design. This research was conducted at one of senior high schools in Jember, East Java, Indonesia. The data were collected from 18 students in one class and from one cycle of teaching which consisted of five sessions. The cycle covered four stages, including plan, action, observation, and reflection. The result of this research showed that the students' speaking skills were improved for nineteen percents (19%) after the implementation of video-assisted guided conversation. It was validated by the students' average score which has improved from sixty seven to eighty. It indicates that the use of video-assisted guided conversation could enhance students speaking skills. **Keywords:** enhancing, speaking skill, video-assisted guided conversation

INTRODUCTION

English language has become increasingly popular worldwide. Speaking a foreign language, including English, is necessary in today's more technologically advanced world in order to interact with others. Furthermore, the majority of Indonesia's educational institutions has English as the subject to teach at school, and this applies to students from primary to high school. Regretfully, it is also becoming common knowledge that learning English is challenging. Even students in their senior year of secondary school still struggle to communicate in English, particularly when speaking. According to Harmer (2001) speaking fluently requires more than simply a basic understanding of linguistic constructions and the capacity to process opinions, facts, and even feelings in daily situations. Despite studying English for ten years in formal junior high school, senior high school, and university settings, Indonesian students still find it challenging to practice their English skills in everyday conversation. Although they may perform well on English tests, and on their written report, yet they still struggle with fluency in speaking English.

Many senior secondary students face some problems of speaking. It is hard for them to speak English, such as when the current researcher observed one of senior secondary school in Jember, East Java, Indonesia. The researcher found some problems in the English teaching process especially related to the students' English-speaking skill. This is not the case for most students if they are actively involved in speaking engagements, they may not be confident enough to express what's on their mind. They are mostly worried when they are being mocked due to learning mistakes, such as low motivated speaking, limited vocabulary, grammatical mistakes (Yasin, 2021). Other than these problems, Brown (2001) has also mentioned a number of problems for speaking skills, such as clustering, redundancy, stress, rhythm, intonation, rate of delivery, and performance variables. In addition to the problems related to speaking skills and students' factors that hinder their speaking, another problem related to the teaching technique was also found from the observation. Though the school has well-equipped facilities and media in each classroom, e.g. LCD projectors, it seems these facilities were not used optimally for teaching English, particularly speaking. Therefore, it was necessary to optimize the facilities and to introduce various teaching techniques to address all the problems related to speaking skills, so that the learning objectives from the English lesson could be achieved successfully.

One of the techniques that could be used to teach speaking is by using guided conversation.Molinsky & Bliss (1983) were the two earliest authors that defined the guided conversations in their book. Guided conversation is defined as the dialogue or model conversation that highlights specific aspect of language features such as expressions or grammar. Since the speaking activity requires interaction, then, students are recommended to do the work in pairs or in groups. Furthermore, Molinsky & Bliss (1983) also propose four stages of a guided conversation, i.e., (1) the presentation stage, where the model of conversation is introduced by the teachers and practiced by the class; (2) the rehearsal stage, where students do the conversational exercises and are given homework to practice, students also create their own dialogue based on the model; (3) the performance stage, where the students on the next day perform their own dialogue in front of the class; and (4) the incorporation stage, where the class reviews the conversations or the expressions in the following day. Thus, it can be concluded that this activity was repeated for numerous times. In this study, the researcher applied the guided conversation presented in a video to teach students' speaking skills, particularly for conversation. Among the three functions of speaking according to (Richards, (2008), i.e., talks for interaction, talks for transaction, and talks for performance, the focus of this study will be on task for interaction.

Referring to the problems related to speaking skills, several researchers(i.e., Herlina & Holandiyah, 2016; Randong et al., 2013; Sitepu, 2017) have conducted some previous studies and recommend the use of media-assisted technology to support the instruction, media in

the form of video was used in the guided conversation. Futhemore, there are a number of studies proving that guided dialogue is an appropiate startegy to keep students engage and enhance speaking skill and the test scores. Herlina & Hollandyah (2015) have figured out the technique to improve students' speaking skill throgh guided conversation by combining the pair taping. The aim of their research was to improve students' speaking ability and the results showed that the students' speaking skill has successfully improved. It is also supported by Sitepu (2017) whose research aim was also improving students' speaking skill by guided conversation. The result from the study also showed that there was improvement of the students' speaking skill through the use of this guided conversation technique. In the same vein, this is also supported by the previous research from Randong et al. (2013) who attempted to improve students' speaking skill and the result showed that guided conversation solved the speaking problems and thus could improve students' speaking skill. Though the previous studies have been conducted under the topic of guided conversation, none of the previous reseachers used video-assisted to implement the guided conversation. Therefore, in this present research, the researcher seek to provide the finding of the gap through the media used. Hence, this becomes the novelty of this present research.

RESEARCH METHOD
Research Design
This research employed Classroom Action Research (CAR) as the method. Classroom action research (CAR) with spiral modal was choosen by the researcher to be used in this research and it was adapted from Kemmis and Taggard in (M. Burns, 2011). The action research accomplished with several steps: plan, action, observation, and reflection. A. Burns (2010) further explains the description in each stage. In planning, the researcher or teacher identify any problem or issue and create a plan of action to improve a particular area of the research. In action, the researcher or teacher do the interventions which are the suitable with the current situations. In observation, the researcher or teacher observe the effect of the intervention or action from the previous stage. In reflection, the researcher or teacher reflect on, evaluate, and describe the effects of the action. Then, finally, if the researcher or lecturer finds out that some interventions should be modified based on the reflection, then, they start working on further plan for another cycle.

Setting and Participants

This present study was conducted at one of senior high schools in Jember, East Java. The school was chosen since the students experienced the speaking problem as mentioned earlier. 18 students from grade 11 at this school were involved in this study as the respondents.

Data Collection

To collect the data, some techniques that the researcher used include observation, interview, and test. When collecting the data, the researcher attempted to find the mean score of students' speaking ability before implementing the cycle and find out how English video was implemented in the classroom. First, from the observation, the researcher observed the teaching process. Second, the interview was conducted to find the information regarding the speaking problems among the students. The researcher observed students language problem, particularly in speaking aspects. In this case, the researcher interviewed both the teacher and the students. Through the interview, the researcher could also figure out the students' speaking level. Furthermore, speaking test was used as a tool to measure the students' speaking performances before and after the cycle. The researcher used a rubric for speaking from (Harris & David, 1969). The rubric consists of five aspects, i.e., pronunciation, grammar, vocabulary, fluency, and comprehension.

Data Analysis

There were two categories of data in this research, i.e., qualitative, and quantitative data.

All of the data obtained from the observations during teaching process such as plan, actions, observations were analyzed qualitatively. Meanwhile the data obtained from speaking tests (before and after test) were analyzed quantitatively. To get the average students' speaking score and to know the process of how the video-asissted guided conversation worked for students, the following formula adopted from Subana et al. (2015)was used in this study.

$$X = \frac{\Sigma x}{n}$$

X : mean
x : individual score
n : number of students

Furthermore, the formula below was used to get the whole class students' percentage that passed the minimum mastery level criterion (i.e., 75) that is adapted from the school. The formula was adopted from Sudjana (2002).

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage
F : total percentage score
N : number of students

FINDINGS AND DISCUSSION

This research was conducted to improve students' speaking skill by implementing video-assisted guided conversation. The overall research was done in one cycle which consisted of several steps, such as: plan, action, observation, and reflection. This one cycle consisted of five sessions, with the last session was the post-test. The aim of the test was to know the improvement of the students' speaking skill. Based on initial observations and teacher-student questions, the researcher found that students' speaking skills should be improved by implementing a problem-solving instructional process technique. Therefore, the researcher designed the technique for the teaching speaking by using media guided conversation techniques. The researcher showed an interesting video related to the material, then she invited the students to speak up by asking them a question, and it should be repeated by another students to ask their friends abouth another question. The themes of the students that was used during their presentations were questioning and expressing. Further description of the findings from each stage is explained below. The description presents the planning of actions, implementation of actions, classroom observations, and reflections on the data collected during this cycle.

A. Plan

Prior to the Plan, the researcher conducted a preliminary study where she did the pre-observation and interview with the English teacher regarding the speaking problems among the students. Then, in this preliminary study, the researcher also conducted the pre-test to identify the level of speaking skill among the students prior to the implementation of the technique. The result from pre-test showed that students' average score of speaking was 67. Then, after the preliminary study, the researcher started the first step of action research, i.e., planning. In this stage, the researcher accompanied by one English teacher made some preparations for the action as explained in Section B. The preparation covered designing lesson plan which included the selection of appropriate materials. A video-assisted guided conversation or dialogue used as a technique with the theme of asking questions and expressing opinions. Both the researcher and the teacher designed four sessions to convey the themes of questioning and presentation. The researcher prepared media including LCDs, speakers, laptops, conversational text, and other devices to support teaching and learning.

B. Action

Then, in Action stage, the researcher used English video as the learning media, and use the guided conversation as the technology to carry out the teaching and learning process. The researcher acted as the teacher, teaching the 11 grade students through guided conversations enhanced with video. The classroom activities consisted of three activities: pre-activity, main activity, and post-activity. The pre-teaching activity involve opening the teaching and learning process such as greetings, prayers, taking attendance, motivating and reviewing previous material, followed by an introduction to the methods the researcher used for teaching speaking. The implementation (action) stage was delivered in five meetings. In the first meeting, the researcher played a video displaying a dialogue about asking and giving opinion twice and then asked the students to practice the expressions. Included in the practice, the researcher also asked the students to create their own expressions of asking and giving opinion. Then, in the second meeting, the researcher, still using the video, delivered the materials about agreement and disagreement. It was found that from this meeting, students learned a lot of vocabulary related to expressing agreement and disagreement. In the third meeting, the students were given guided conversation by the researcher then performed the conversation together with their group members. By the end of this meeting, the students were asked to create their own dialogue at home as homework. Then, in the fourth meeting, students were asked to perform their own dialogue. The researcher provided some feedback to each of the students' performance. Then, finally, in the fifth meeting, a post-test was conducted to test the students' speaking skill. In the post-test, students were divided into some groups and were given a certain theme. They were then asked to give opinion about the theme. In the post-test, the total score of the students is 1.432, and a number of students who completed the test was 18, so the mean score of the post-test was 80. This score has improved from the pre-test, i.e., 67. The result of the students' post-test is presented in Table 1.

Table 1. Students' speaking achievement in the post-test

Initial	Total score	Fail/pass
AZS	80	PASS
AZ	76	PASS
CFM	75	PASS
DDM	88	PASS
DK	84	PASS
MAY	80	PASS
EY	66	FAIL
FZ	72	FAIL
IB	84	PASS
SH	88	PASS
SN	80	PASS
MAL	80	PASS
SEI	92	PASS
SKD	63	FAIL
MMI	76	PASS
FA	80	PASS
SM	84	PASS
KAM	84	PASS
Total	1.432	

C. Observation

During the implementation, the researcher not only delivered the materials but also observed the students' behavior. In the observation, the researcher perceived the situations of the classroom, the learning process, the degree of participation tudents, students' enthusiasm in the process of learning, and the courage to speak in class. The table of the data seen from the observation checklist is presented in Table 2.

Table 2. Observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students paid attention to the researcher a				√		4
2.	Students feel interested in watching video and playing guided conversation					√	5
3.	Students answered the teacher's question.				√		4
4.	Students declared question to clarify understanding				√		4
5.	Students were enthusiastic in doing the task given by the teacher					√	5
Total							22

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score of the observation is as follows:

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{22}{25} \times 100\%$$

$$= 88\%$$

Based on the observation checklist above, it can be concluded that students were interested in watching English videos and then practicing conversations related to the material. Though students seemed struggling to express themselves as they talked, they gained a greater understanding of vocabulary they did not know before. As a result, the teaching process went smoothly and the students enjoyed the learning activities. According to the observation fieldnotes, the researcher considered the English video as a medium to support the ongoing conversation in a good way as a technology.

D. Reflection

The last stage was done after the implementation. This reflection stage involved the researcher's reflection on how the students' scores have improved after having video-assisted guided conversation in their English lesson. The students seemed enthusiastic and active during the lesson. From the 18 students, only 3 students that did not pass the post-test. This means that there were 15 students (or 83% of the total students) successfully passed the test.

As mentioned in the previous section, the findings showed that more than 80% of the students have successfully passed the test after they were given the video-assisted guided conversation technique by the researcher. The students' score was even higher in the post-

test compared to the pre-test in the preliminary study. The histogram below shows the students' improvement during the learning speaking in this study from the pre to the post-test. There has also been a increasing significant in the number of students passing the exam. Therefore, it is very important to know how each student is doing. The histogram gives us detailed data on the progress of the students from their previous learning to to exam in this study.
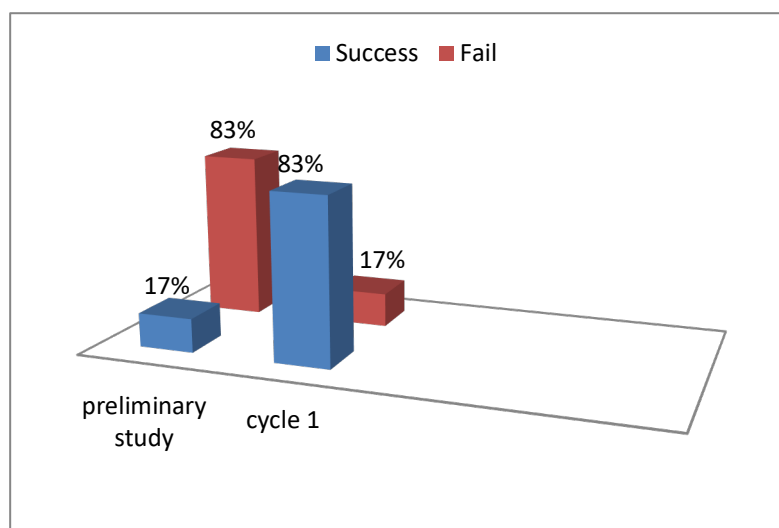

Figure 1. The students' achievement in speaking test

In doing this research, intensive speaking became the highlight of the researcher's that was supported by the media used, i.e. video. Regarding to Brown (2001), speaking performance includes six types that the students are expected to apply in their classroom, one of the examples is intensive speaking. Intensive speaking is design of performance and practice several aspects of speech. One example of intensive speaking was the one the students learned in the classroom. Therefore, what the researcher did in this research was teaching the intensive speaking. Then, by using video, the researcher attempted to improve students' speaking skills. Video as a media supported by technology in this study could successfully achieve and fulfill the objective of this research. Videos were provided in minutes by the researcher and the students could flexibly make the right choices based on their learning needs. Video exists to bridge the scales of space and time. Video can provide listeners with more information and draw their attention to the acoustic material. In addition, video materials can create a more authentic language learning environment, stimulate EFL learners' interest in learning English, and improve students' overall fluency (Bajrami & Ismaili, 2016)

Then, as a result, the video-assisted guided conversation that was implemented by the researcher could improve students' speaking skills. Thus, this technology could help students to improve the ability to speak. After completing the classroom action research, the results of all tools showed great results in improving students' speaking in one cycle by implementing video-assisted guided conversations. Improving students' speaking skills through this technique has been proven in the post-test results from the finding above that it is one of the good techniques to apply for students who were lack in speaking skill. This research, therefore, is in line with the previous research such as Herlina & Hollandyah (2015), Sitepu (2017), Randong et al. (2013)

The strategy above meets the criteria for students' speaking success. Thornbury (2002) stated that teachers should do some things in oral language teaching, such as: always use the target language, ask students some questions to measure his ability test, do not interrupt students,

give students chance to express their idea, decrease their lack-self confident, apply the vocabulary, give feedback to the students performances includes structure, idea, pronunciation and several aspects of speaking needed. Giving lots of feedback is better than just evaluating and judging the students' talk without giving them much credit. The latter is clearly a tribute to her trying hard to be of service to others. Therefore, in this research, for every students' performances, the researcher also provided feedback.

CONCLUSIONS

This present study aims to enhance students' speaking skill by implementing video-assissted guided conversation used by the researcher. Four stages of action research were done by the researcher starting from plan to reflection. The findings showed that the result of the students' pre-test reached 67 includes 3 students or 17% of them passed the test, while 15 students or 83% failed the test. Meanwhile, after five meetings taught by using video-assisted guided conversation, the average post test score was 80. The total of the students that pass the exam increased from 17% to 83%. 15 students (83%) passed and only 3 students (17%) failed the exam. Based on the data above, it was concluded that the students' speaking skill was enhanced by video-assisted guided conversation. The results of this present study then suggest and recommend the use of video or media to teach speaking in English lesson. Despite the good result obtained in the study, several limitations also need to be considered. First, this research was limited only to one classroom at one school only. A broader setting and context of the research for further study is highly recommended. Second, though there were pre- and post-test scores of the students, next researchers who will conduct similar research could use statistics software to analyze the mean scores of the pre- and post-test among the students.

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