

Improving Students' Speaking Skills on Question Tags Using Video Media in Class XI of SMA Cendana Pekanbaru

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Abstract: This study explores the use of video media to improve students' speaking skills, with a particular focus on the use of Question Tags in various sentence structures, conducted in Class XI of SMA Cendana Pekanbaru. The objectives of this study are to determine (1) whether the use of video media can improve the speaking skills of Class XI students at SMA Cendana Rumbai Pekanbaru, and (2) how the use of video media can enhance the speaking abilities of these students. This Classroom Action Research was carried out in March 2024 in one cycle with 24 students from Class XI of SMA Cendana Rumbai, Pekanbaru, for the 2023/2024 academic year as subjects. Data collection techniques included observation, interviews, documentation, and tests. Qualitative data analysis techniques involved reading the data, coding the data, grouping the data, and creating themes from the grouped data, referring to the steps in the CAR cycle: planning, implementation, observation, and reflection. Quantitative data from the Speaking Test were analyzed using a Speaking Rubric (Pronunciation, Intonation, Grammar, Content) to determine the students' average test scores. The results of this CAR show that the use of video in the Question Tags material can improve students' speaking skills in question-and-answer activities, with each student scoring above the KKM (Minimum Competency Criteria), specifically with scores greater than 82.00. The factors contributing to the improvement in students' speaking skills through the use of video in the Question Tags material are: (1) the role of video media as a stimulus, providing motivation and participation in learning activities while watching enjoyable videos, (2) assignments based on materials presented in YouTube videos, (3) enhanced conceptual understanding from the combination of explanations and assignments given by the teacher from the video content, and (4) interaction and collaboration in practicing the use of question tags in conversations. The impact of this CAR is that teachers become more prepared to adjust learning according to the conditions of the students and other technical aspects, as effective learning requires adequate media and internet access to ensure successful implementation. Teachers also become more creative in selecting or creating instructional videos that can stimulate students' critical and creative thinking skills in solving problems presented in the learning materials.

Keywords: *Speaking skills; Question tags; Video media*

1. INTRODUCTION

The advancement of science and increasingly sophisticated technology demands students to possess the necessary skills to keep up with the times. This growing sophistication requires students to think critically and innovatively. In thinking and innovating, students need the skills required to keep up with current developments. One of the essential skills needed by students is speaking skills (Speaking).

Speaking is one of the four language skills. If students want to be fluent in English, as stated by Herrell, et al. (2008) and Kimtafsirah, et al. (2009), they need to be able to pronounce correctly and understand intonation, both in transactional and interpersonal conversations. Transactional communication emphasizes the exchange of information about goods and services, or vice versa. Interpersonal communication functions to maintain good relationships and communication between individuals. Communication will not occur if the listener cannot receive the message delivered by the speaker due to unclear pronunciation, resulting in miscommunication. Clear pronunciation is crucial for conveying messages, ensuring the continuity of communication.

Assessing speaking skills aims to measure students' abilities in the aspect of speaking, and the most valid method is to instruct students to speak through dialogue and monologue. By speaking, teachers can determine the students' ability levels in applying all elements of speaking skills, such as the ability to convey the intended meaning using vocabulary, grammar, and pronunciation correctly and fluently. This ability is referred to as speaking skill elements (Panjaitan, 2004).

Difficulties in speaking, like listening difficulties, are caused by various factors, one of which is the interlocutor (Rofi'uddin & Zuhdi, 1998/1999). If the interlocutor cannot convey the intended meaning, communication breaks down, and the communication goal is not achieved. Based on students' speaking assessment results and question-and-answer sessions, it is found that students still face difficulties in mastering speaking skills due to a lack of confidence in using English and fear of making mistakes due to limited vocabulary and pronunciation. Consequently, the speaking assessment results, especially in Class XI-IPS at SMA Cendana, are still low compared to other skills like listening, reading, and writing. Additionally, the low interest in learning English reflects that the teaching and learning process applied is still less engaging. The lack of student interest in learning

English is due to the methods or media used not being appropriate. This is evidenced by the analysis of absorption capacity and speaking scores that have exceeded the KKM (Minimum Competency Criteria) of 82.00.

To assess students' speaking skills, an alternative media is needed so that teachers can evaluate students' speaking abilities through face-to-face learning in the classroom. Based on the above issues, the use of varied and innovative learning media is essential in teaching speaking in English subjects. One of the ways is by using video media. Therefore, researchers aim to improve students' speaking skills on the Expressing Opinion material using Question tag sentences through video media.

Based on the background problems described above, this study identifies several issues: (1) the low interest of students in participating in the English learning process; (2) students' limited vocabulary and pronunciation, leading to a lack of confidence in speaking English; (3) teachers are used to using engaging media in English learning in the classroom; and (4) teachers allocate time for students to dominate the learning process, making students very active in learning activities.

In conducting this CAR, the researcher formulated two research problems:

1. Can the use of video media improve the speaking skills of Class XI students at SMA Cendana Rumbai Pekanbaru?
2. How can the use of video media improve the speaking skills of Class XI students at SMA Cendana Rumbai Pekanbaru?

The purpose of this study is to determine whether the use of video media can improve speaking skills in English subjects for Class XI students at SMA Cendana Rumbai Pekanbaru in creating various forms of Question Tags sentences and how the learning process in English subjects using video media can enhance the speaking skills of Class XI students at SMA Cendana Rumbai Pekanbaru.

The benefits of this research are expected to be useful for teachers to understand video learning media to improve students' speaking skills and to identify the strengths and weaknesses of their teaching system for further improvement. It is also hoped that this research will benefit students by improving their English speaking skills, increasing their enthusiasm for learning English, and enhancing their academic performance. Additionally, this research can contribute to the school by improving teaching and teacher professionalism, enhancing the quality of the school, and improving the overall quality of education.

2. METHODS

The research design used is Classroom Action Research (CAR). According to Kemmis and Taggart (Padmono, 2010), classroom action research is a collective self-reflective inquiry conducted by participants in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding of these practices and the situations in which these practices are carried out. This Classroom Action Research involves the use of video as a teaching medium in English classes. The videos used contain real conversations that naturally demonstrate the use of question tags. Students are assigned to watch the videos and then participate in various speaking activities designed to practice using question tags. This Classroom Action Research was conducted in March 2024 in one cycle with 24 students from Class XI of SMA Cendana Rumbai, Pekanbaru, for the 2023/2024 academic year as subjects. Data collection techniques included observation, interviews, documentation, and tests. Qualitative data analysis techniques involved reading the data, coding the data, grouping the data, and creating themes from the grouped data, referring to the steps in the CAR cycle: planning, implementation, observation, and reflection. Quantitative data from the Speaking Test were collected and analyzed using a Speaking Rubric (Pronunciation, Intonation, Grammar, Content) to determine the students' average test scores.

Table 1. Speaking Test Assessment Format

No.	Name	Speaking Assessment Criteria (<i>Speaking</i>)				Total Score
		Pronunciation (5-25)	Intonation (5-25)	Grammar (5-25)	Content (5-25)	
1.						
2.						
3.						
4.						
5.						

3. FINDINGS AND DISCUSSION

3.1 The Use of Video Media can Improve the Speaking Skills of Class XI students at SMA Cendana Rumbai Pekanbaru

Classroom Action Research (CAR) conducted in cycle 1 yielded data corresponding to the research questions. This stage will address the questions outlined in the problem statement regarding the use of video media to enhance speaking skills in using Question Tags. The results of the Speaking lesson on Question Tags using all sentence forms through video media in class XI (Eleven) at SMA Cendana Rumbai, Pekanbaru on March 20, 2024, were obtained from the Speaking assessments. The students' Speaking scores can be seen in the following table:

Table 2. Recapitulation of Speaking Skills Scores in Cycle 1

Num ber	Name	Speaking Rubric				Sum of Score	Criteria
		Pronunciation (5-25)	Intonation (5-25)	Grammar (5-25)	Content (5-25)		
1.	Student 1	25	20	25	24	94	Passed
2.	Student 2	25	20	20	20	85	Passed
3.	Student 3	23	20	25	20	88	Passed
4.	Student 4	24	22	20	25	91	Passed
5.	Student 5	22	20	25	20	87	Passed
6.	Student 6	22	20	20	20	82	Passed
7.	Student 7	24	20	22	25	91	Passed
8.	Student 8	20	22	24	20	86	Passed
9.	Student 9	25	20	25	20	90	Passed
10.	Student 10	24	20	25	24	93	Passed
11.	Student 11	22	20	25	25	90	Passed
12.	Student 12	22	20	22	25	89	Passed
13.	Student 13	25	20	22	20	87	Passed
14.	Student 14	25	20	20	25	90	Passed
15.	Student 15	20	25	20	22	87	Passed
16.	Student 16	25	22	20	23	90	Passed
17.	Student 17	22	20	25	25	92	Passed
18.	Student 18	22	25	22	22	91	Passed
19.	Student 19	25	20	22	25	92	Passed
20.	Student 20	24	20	22	25	91	Passed
21.	Student 21	20	22	22	20	84	Passed
22.	Student 22	20	22	20	25	87	Passed
23.	Student 23	25	22	24	25	89	Passed
24.	Student 24	25	24	24	25	98	Passed
Sum of Score		556	506	556	506	2144	
		Mean				89,33	

Based on the test results conducted on students in cycle I, the class average score was 89.33. All 24 students achieved scores above the minimum passing grade (KKM) of 82 in this cycle, resulting in a 100% passing rate, thus meeting the predetermined success criteria set by the researcher from the beginning, which was 100%. To improve and maintain students' enthusiasm in practicing English, thorough planning is necessary to support teaching success and ensure students continue to achieve or surpass the required standards. Furthermore, based on the observations of student activities learning question tags using video, which also indicates an improvement in students' speaking abilities, the details can be seen in Table 3.

Table 3. Checklist Results of Student Activity Observations in Cycle I

No.	Indicators/Aspects Observed	Cycle 1			
		1	2	3	4
Preparation					
1.	All students attend the English class.				√
2.	All students are marked present by the teacher by checking who and how many are absent during the English class.			√	

Preliminary Activities				
1.	Students join the English classroom.			√
2.	Students pray first, led by the class leader.			√
3.	Students are motivated after receiving an introduction from the teacher.			√
4.	Students listen to the teacher's explanation of the basic competencies, indicators, and minimum passing grade (KKM) for the current meeting.			√
5.	Students listen to the teacher's explanation of the learning objectives to be achieved.			√
Core Activities				
1.	Students review the material learned in the previous session.			√
2.	Students watch the video shown by the teacher on Question Tags through a YouTube link.			√
3.	Students analyze the provided video.			√
4.	Students create a monologue in the form of a conversation to express opinions and thoughts about the Question Tags in the video they watched.	√		
5.	Students submit their monologue expressing opinions and thoughts related to the sentences they spoke about Question Tags from the video they watched.			√
Closing Activities				
1.	With the teacher's guidance, students summarize the lesson.			√
2.	Students listen to the teacher's explanation of the next planned activities.			√
3.	Students are encouraged to practice speaking English anywhere, anytime, and with anyone they think can speak English.			√
Time Management				
1.	Carry out learning activities according to the planned time in the lesson plan (RPP).			√
Total Score Obtained		-	2	12
Total Score = (Score Obtained / Total Score) x 100%		58 : 64 x 100% = 90.62		

The use of video media in cycle 1 yielded very good results. Based on the observation results of student activities in cycle 1, an average score of 90.62 was obtained, which falls into the "Very Good" category. This is because all students participated in the English Speaking lesson on using Question Tags directly in the English class. Several students were also actively engaged in learning activities, such as analyzing the video, participating in question and answer sessions, and summarizing the lessons related to current issues presented in the videos they watched.

3.2 Factors of Video Media that Can Enhance the Speaking Skills of Class XI Students at SMA Cendana Rumbai Pekanbaru

The success in improving students' Speaking skills in using question tags in conversational sentences through video media is certainly influenced by the stages of the Classroom Action Research (CAR) cycle. The actions in this research were carried out based on the lesson plans that had been made. The teaching conducted was flexible, meaning it could change according to the conditions present during the learning activities. The teacher, who also served as the researcher, taught using the lesson plans (RPP) that had been created while observing according to the observation guidelines prepared during the planning stage. The following are the steps taken:

Preliminary Activities

1. The teacher instructs students to join the English classroom during the scheduled English lesson.
2. The teacher and students pray together and check attendance.
3. The teacher provides motivation to the students.
4. The teacher informs the students about the basic competencies, indicators, and minimum passing grade (KKM) for the current lesson.
5. The teacher explains the learning objectives to be achieved.

Core Activities

1. Students are provided with video stimuli showing situations for expressing opinions and thoughts using question tags and instructional video content.
2. Students watch the video through the provided link.
3. Students are assigned to find sentences indicating conversation by creating sentences in the form of question tags according to the dialogues or statements in the video.
4. The teacher facilitates students in asking questions about the material obtained from the video and then gives assignments related to question tags.
5. While working on the assignment, students are divided into three groups, with each group preparing a dialogue or conversation in the last 5 minutes based on the explanations from the video and the teacher's explanation of the use of question tags, which is considered an oral test.
6. After completing the assignment, each group is asked to perform their dialogue, which is considered an oral test.

Closing Activities

1. With the teacher's guidance, the students summarize the lesson.
2. The teacher presents the plan for the next activities.
3. The teacher reminds students to practice speaking in English as often as possible.

From the conducted learning activities, the researcher identified factors that are crucial in improving speaking skills in the topic of question tags using video media:

1. The role of video media as a stimulus: Students are provided with video stimuli showing situations for expressing opinions and thoughts using question tags and instructional video content.
2. Motivation and participation from enjoyable learning activities while watching videos: Students are given the opportunity to learn by watching videos through YouTube links, which motivates them in learning English.
3. Improvement in speaking skills through assignments related to the video content: Students are tasked with finding sentences indicating conversation by creating sentences in the form of question tags according to the dialogues or statements in the videos they have watched.
4. Enhancement of conceptual understanding: The combination of explanations and assignments from the teacher regarding the video material: The teacher facilitates students to ask questions about the material obtained from the video and then provides assignments related to question tags.
5. Interaction and collaboration, including the practice of using question tags in conversation: For the assignment, students are divided into three groups, with each group preparing a dialogue or conversation for the last 5 minutes based on the explanations from the video and the teacher regarding the use of question tags, which is considered an oral test. After completing the task, each group is asked to perform their dialogue, which is also considered an oral test.

Interviews with students after the intervention show that all students expressed satisfaction with the video media provided in the lesson on question tags. This approach effectively engaged their interest in learning English, and all students felt that the video media helped them understand the material, allowing them to form opinions and views based on the question tags in the videos. Since all students understood, comprehended, and were able to speak using question tags and achieved satisfactory results, the learning objectives were met.

Discussion

Improving Students' Speaking Ability on Question Tags Through Video Media in Class XI SMA Cendana Pekanbaru

Classroom Action Research (CAR) using video media in teaching question tags to improve students' speaking skills can provide valuable insights into effective teaching methods. Question tags in English are often considered challenging for students, especially in their use in everyday conversation. This CAR demonstrates that the use of video media can be an engaging solution to facilitate understanding and application of question tags, as videos can present real and interactive contexts. The results of this CAR align with previous research investigating the impact of video content on students' conceptual understanding and knowledge retention. Ningrum, Nurhayati, & Marhani (2023) found that students' speaking characters and behaviors are influenced by

the content they watch on TikTok, showing the potential of video content in shaping understanding. Pramusinto, Octoria, Sudiyanto, & Zonaifi (2020) demonstrated that the use of Q&A video blogs significantly improved student learning outcomes, indicating a positive impact on knowledge retention. Suhra, Masrura, & Tadjuddin (2023) also highlighted the positive influence of animated instructional videos on students' understanding of mathematics. Lastly, Sari, Hidayati, & Sumiyarini (2020) showed that video content can enhance parents' understanding of strategies to reduce gadget use in early childhood, further supporting the potential of video content to enhance conceptual understanding.

The findings of this CAR also relate to student motivation and participation, as videos capture students' interest and make them more motivated to learn and participate in class activities. Students felt more engaged and enthusiastic when learning using video media compared to conventional teaching methods. A series of studies show that the use of video media can significantly increase learning motivation and student participation in classroom activities. Alfath & Sugito (2021) and Suryana (2022) both found that the use of video media in elementary school classes resulted in significant increases in student motivation and participation. Syaparuddin & Elihami (2020) and Ningsih, Kasiari, Maharany, & Prasetya (2022) also reported similar findings, with the former noting a significant increase in student motivation after using video media in Civics classes, and the latter observing positive impacts on student motivation in Islamic studies classes. These studies collectively indicate that video media can be an effective tool to enhance student motivation and participation across various subjects.

This CAR also found that the use of videos encourages interaction and collaboration among students. They often discussed and worked together on speaking activities after watching the videos. The speaking activities conducted in groups helped students practice using question tags in a supportive environment. The findings of this research can be discussed in light of what previous researchers have found, as the use of videos in education has been proven to have positive impacts on student learning and engagement. Suhra, Masrura, & Tadjuddin (2023) found that using animated videos in teaching mathematics improved students' understanding of the subject. Similarly, Husein (2018) reported that the use of cartoon videos enhanced students' vocabulary in English. Priscillia (2020) suggested that interactive videos with questions could be an effective alternative method in teaching mathematics, particularly in the context of the pandemic. Thasya & Tangkin (2023) highlighted the role of videos in improving students' concentration during learning, which is crucial for effective learning outcomes. These studies collectively underline the potential of videos to facilitate interaction and collaboration among students.

4. CONCLUSION

From the results of the research conducted over one cycle using video media, the analyzed data concludes that the use of video media to improve speaking skills on the topic of Question Tags in class XI at SMA Cendana Rumbai, Pekanbaru was effectively implemented. Each student achieved scores above the minimum passing grade (KKM), which is greater than 82.00, and obtained maximum results. Therefore, further observation in the subsequent cycle is unnecessary. The teaching has been successful as the results have met the predetermined criteria. The success of the learning process has made the teacher more prepared to adapt lessons according to student conditions and other technical aspects, as effective teaching requires adequate resources and internet access for the learning to proceed smoothly. The teacher has also become more creative in selecting or creating instructional videos that can stimulate students' critical and creative thinking skills in solving problems.

Based on the discussion and conclusions of this CAR, several recommendations for future improvements are as follows:

1. The use of video media for delivering material and student tasks should consider the available conditions and equipment. Especially for lessons that require adequate equipment and internet access for both teachers and students to ensure effective learning.
2. The videos used by teachers in the speaking process should be more capable of motivating students to actively participate in the learning process, fostering interaction between students and the teacher, and ultimately improving students' speaking skills in oral communication to create students who can think critically and solve given problems.

3. English teachers should continue to use videos as a media to enhance students' speaking skills using the Speaking Aspect Scoring Guidelines on Question Tags. With the evaluation guide for assessing students' speaking abilities, teachers can evaluate all aspects of speaking success more thoroughly and in detail for each student.

4. Schools should better facilitate the use of facilities and resources, as well as meet the needs of teachers to support learning activities. Facilitation could include providing budget allocations for developing teachers' competencies on various models, methods, media, and teaching strategies.

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