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VIEWING VIDEOS ON THE NATIONAL GEOGRAPHIC CHANNEL TO IMPROVE STUDENTS' SPEECH SKILLS

Melihat Video di Saluran National Geographic di SMA Negeri 2 Baubau untuk Meningkatkan Kemampuan Berbicara Siswa

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ABSTRACT

The purpose of this study was to improve the speaking abilities of SMA Negeri 2 Baubau students in the eleventh grade by having them view videos using the national geographic channel approach. Eighty SMA Negeri 2 Baubau eleventh graders made up the sample. A test and questionnaire were used as the research instrument. One technique descriptive analysis was employed to analyze the data about the speaking achievement of the students at SMA Negeri 2 Baubau. Students' scores in both the control and experimental classes were described using a descriptive quantitative analysis. The results showed that students' speaking achievement at SMA Negeri 2 Baubau may be impacted by watching videos on the national geography channel. This discrepancy was evident in the t-test result of 8,291, which was higher than the t-table result of 2,021, indicating that the eleventh-grade students at SMA Negeri 2 Baubau are drawn to national geographic channel method videos.
Keywords: National Geographic, Speaking Skills, Students

ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa SMA Negeri 2 Baubau di kelas sebelas dengan meminta mereka menonton video menggunakan pendekatan saluran geografis nasional. Sampelnya adalah delapan puluh siswa kelas XI SMA Negeri 2 Baubau. Instrumen penelitian digunakan tes dan angket. Salah satu teknik—analisis deskriptif—digunakan untuk menganalisis data tentang prestasi berbicara siswa di SMA Negeri 2 Baubau. Skor siswa di kelas kontrol dan eksperimen dijelaskan menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa prestasi berbicara siswa di SMA Negeri 2 Baubau mungkin dipengaruhi oleh menonton video di saluran geografi nasional. Kesenjangan tersebut terlihat dari hasil t-hitung sebesar 8,291 lebih tinggi dari hasil t-tabel sebesar 2,021 yang menunjukkan bahwa siswa kelas XI SMA Negeri 2 Baubau tertarik dengan video metode saluran geografis nasional.
Kata Kunci: Keterampilan Berbicara, National Geographic, Siswa

A. INTRODUCTION

Speaking is a tool used by people to interact with one another. It occurs everywhere and has ingrained itself into our everyday routines. When someone speaks, they communicate and convey their thoughts, feelings, and ideas through language. Through conversation, he or she also disseminates information to others. The majority of kids nowadays have learned how to talk in class, but they are still unable to do it fluently. By concentrating on textbooks and grammar rules, they learned how to talk. It makes it challenging for them to get better at speaking. In the near future, it will be expected of a teacher to use effective teaching methods and give pupils the correct instructional resources.

Speaking is a crucial component of learning the language. (Rahmawati, 2015) emphasizes that vocabulary acquisition is a crucial component of language proficiency for language learners, particularly those who speak English. Speech abilities require the consideration of various elements, including phonology (sounds), grammar, vocabulary, and speaking fluency. Thus, the ability to use the necessary elements to communicate ideas, feelings, and thoughts is considered speaking proficiency.

When providing English materials, the instructor needs to use a captivating approach to keep the students' attention in the process of teaching and learning. Watching National Geographic Channel films is one technique that can be utilized to help pupils get better at speaking. The students' ability to talk more fluently is substantially enhanced by this channel, which primarily uses English. Additionally, it uses grammatical sentences and conventional language as in uttered in dictions (Sardi et al., 2017). Additionally, the speaker speaks slowly, which helps the pupil absorb what is being said. The pupils heard English being utilized in a very natural way via watching English TV programs. Even if some of it may be spoken too quickly for the students to understand, it will be a great method for them to become acclimated to hearing people who are native speakers converse with each other.

Listening to native speakers improves pupils' speaking abilities, particularly their fluency (Aswad & Sardi, 2023). Hence, the way words fit together

and when to use intonation on particular phrases and sentences will be explained to the pupils. As everyone knows, pronouncing words correctly in English is really challenging, and it might be confusing to read words. It might be beneficial for pupils to listen to native English speakers converse as it can assist them understand word pronunciation.

The author is motivated by the aforementioned information to organize a scientific writing project with the subject "Improving students' speaking skill by watching videos of National Geographic Channel."

Speaking, according to (Rickheit & Strohner, 2008), is defined as speech or utterances made with the goal that the speaker's intentions be understood by the listener, who then interprets the words to determine what the speaker's purposes are. Based on that assertion, it is clear that the most crucial aspect of the speaking process is how we communicate with others in a language they can understand. Speaking is a tool that can almost instantaneously convey to the audience whether the speaker understands the topic being discussed or not, if they are silent and flexible when expressing thoughts, and whether they are eager and aware.

According to (Harmer, 2007), there are the component for speaking are grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has always been seen as existing only in the realm of implementation and variation, outside of language and language proper. For the most part, linguistic theory has evolved independently of usage context and variety sources. As a result, Clark and Clark claimed that speaking is essentially an instrument act (David, 1999). The purpose of speaking is to influence the audience. It comes from the process of teaching and learning. As stated by (David, 1999), the ability of a person to carry on a conversation in the language is a key component of teaching speaking to students. If language is used as a means of expressing meaning, then the ability of the students to converse in the language becomes essential to the success of language learning. We acknowledge that there are numerous supporting aspects that affect the effectiveness of teaching speaking as well as numerous impediment factors that cause it to malfunction.

Speaking, on the other hand, is a talent in learning English and is referred to as oral communication. This has become a crucial subject that educators ought to educate. For this reason, it can be quite difficult for teachers to help their students become proficient in English (Humaera et al., 2023), particularly when speaking it outside of the classroom. As a result, pupils will be better equipped to acquire the necessary skills for clear vocabulary, appropriate pronunciation, and the capacity to communicate or express their ideas clearly. (Indrawati, 2016) Speaking ability, as measured by speaking test results, is the capacity of students to communicate their thoughts verbally. The productive talent is speaking. It is inextricably linked to listening. It is created of the text when talking, and it ought to have significance. Speaking study is similar to studying other cases in language study (Isma, A. 2023), which naturalizes many cases to language teachers.

a. The Purpose of Verbal Expression

Many second and foreign language learners place a high focus on mastering English speaking abilities (Rahmaniar et al., 2023). A number of linguists have made an effort to classify the purposes of speech in interpersonal communication. (G. Brown & Yule, 1983) state that "learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with." Many of the learners in a speaking class are reluctant speakers. The disability of the students to speak may lead them to be unable to express their ideas, feelings, thoughts even in a simple form of conversation.

Three functions of speech, according to (G. Brown & Yule, 1983) These speech exercises all have very different forms and purposes, necessitating various teaching strategies." Speaking serves the three following purposes:

1. Conversation as a form of communication

Frequent discussions typically include interaction in interpersonal relationships. This has to do with the initiatives taken by people to get their messages out there (Isma & Baharuddin, 2022). They must so communicate with others by using their speech abilities. This function's primary goal is to promote social interactions.

2. Use conversation as a transaction

The focus of communication is primarily on getting your point across and making sure the other person understands it. Teachers and students typically focus on the meaning of the spoken language or talk about how the utterance can be easily understood when utilizing this method.

3. Speaking as an act

Speaking exercises in this instance are more focused on monologue than dialog. Speaking serves as a performance in speeches, public talks, announcements, retelling stories, and other situations.

b. Techniques for Improving Your Speaking Ability

The primary goal of communicative output is for learners to finish a job, such gathering data, making a travel itinerary, or making a film. In addition to using the language that the instructor has just taught, they are free to utilize whatever additional vocabulary, grammar, and communication techniques that they are familiar with in order to complete the assignment. When it comes to communicative output tasks, the learner's ability to convey the message is what determines success. Until its absence

obstructs the message, accuracy is not relevant.

Spoken exchanges occur in ordinary conversation because there is a knowledge gap between the parties. A comparable genuine information gap is present in communicative output activities. Students need to close the information gap in order to finish the job. Language is a tool, not an aim in and of itself, in these tasks. A balanced activities strategy involves the teacher using a range of activities from these various input and output areas.

c. Speaking Performance Types

(H. D. Brown, 2003) outlines six speaking competence types. The following are those six categories:

a) Copycat

Imitating words, phrases, or sentences is the capacity to work on intonation and focus on certain linguistic forms. because when delivering a statement, it is crucial to focus on pronunciation and intonation. In this instance, one of the resources teachers employ to aid in their pupils' learning is drilling. Drilling allows children to listen

and repeat words aloud, which is the reason.

b) Intense

In this speaking exercise, the students are honing their phonological and grammatical skills. Students typically complete tasks in pairs (group work), such as reading aloud passages that comprise paragraphs, turning over dialogue with a partner, and reading data from charts, among other activities.

c) Responsive Performance

Responsive Performance involves contact and test comprehension, but only to the extent of brief conversations, polite greetings, straightforward requests, and remarks. This is a type of brief response that provides instructions and guidance in response to queries or remarks posed by teachers or students. These responses are typically adequate and insightful.

d) Conversational (transactional)

It is done in order to transmit or exchange particular information. This exchange, for instance, was conducted in pairs.

e) Interpersonal (dialogue)

It is conducted primarily for the upkeep of social connections rather than the dissemination of knowledge. Interpersonal speaking performances can take the following forms: role-playing, games, interviews, and discussions.

f) Prolonged (monologue)

The teacher uses oral reports, summaries, storytelling, and brief speeches as ways to provide the students lengthy monologues.

B. METHOD

This study was designed using a quasi-experimental methodology. The study involved two classes of second-grade students at SMAN 2 Baubau. One class served as the experimental group, and the other as the control group. The experimental group received treatment from the researcher by having videos from the National Geographic Channel played for them to watch, while the control group received treatment in a traditional manner. The researcher used true experimental research. It used pre-test and post-test design as mentioned by (Arikunto, 2010).
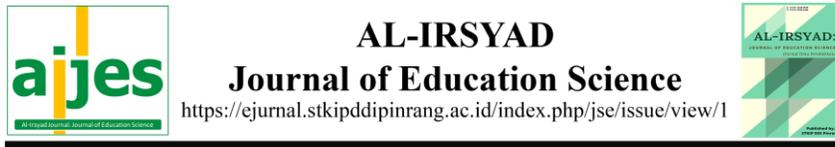
Figure 1. Research Design

Class	Pre-test	Treatment	Post-test
E	O1	X1	O2
C	O3	X2	O4

Where:
E: Experimental Group.
C: Control Group.
O1: Pre-test for Experimental Group.
O2: Post-test for experimental Group.

Two different types of variables were used in this study. These variables were both independent and dependent. The speaking abilities of the students—specifically, their accuracy, fluency, and comprehensibility—were the dependent variable, while the National Geographic Channel was the independent variable. Tests and questionnaires were employed as the research instrument.

The following methods will be employed to gather data for this study: Pre-test, Treatment, Post-test and Questionnaire.

C. FINDING AND DISCUSSIONS

1. Findings

Two classes of the experimental class and the control class were used in this study. The researcher used national geographic channel television watching as an independent variable in the experimental class and English-speaking instruction as the dependent variable. In the meantime, the results of the eleventh grade SMA Negeri 2 Baubau students' pretest and posttest on English speaking may be shown or explained as follows.

a. Pretest and Posttest Results: A Descriptive Analysis for the Control Group

The researcher previously administered a pretest and posttest to the students to gauge their speaking abilities before and after the treatment. The following table may show the pretest and posttest results.

Table 1. The Frequency and Percentage of Pretest and Postest on Control Group

No	Score	Classification	Pretest		Posttest	
			F	P	F	P
1	86 – 100	Excellent	0	0	0	0
2	71 – 85	Very Good	0	0	0	0
3	56 – 70	Good	4	10	16	40
4	41 – 55	Average	16	40	22	55
5	26 – 40	Poor	20	50	2	5
6	$\geq$ - 25	Very Poor	0	0	0	0
	Total		40	100	40	100

Table 4.1 above provided information on the English-speaking achievement of the students at SMAN 2 Baubau during the academic year 2022/2023. It showed that: 16 students or approximately 40% of the students obtained the score 41-55-40 with average category in pretest; 22 students or approximately 55% of the students obtained the score 41-55 with poor category in posttest; and no students or approximately 50% of the students obtained the score 26-40 with poor category in pretest and 2 students or 5% who obtained the score 26-40 with poor category in posttest average category in the posttest; 4 students, or 10%, who scored 56–70 in the pretest with good category; 16 students, or roughly 40%, who scored 56–70 in the posttest; no students, or 0%, who scored 71–85 in the pretest with very good category; and no students, or 0%, who scored 71–85 in the posttest with very good category; and lastly, no students, or approximately 0%, who scored 86–100 in the pretest with excellent category and no students, or 0%, who scored 86–100 in the posttest.

Based on the previously explained statistics, it can be inferred that the students' speaking ability was classified as poor prior to treatment, and it remained in the average category following treatment. This indicates that

the pupils' speaking abilities needed to be strengthened once more.

b. Pretest and Posttest Results: A Descriptive Analysis for the Experimental Group

The researcher previously administered a pretest and posttest to the students to gauge their speaking abilities before and after the treatment. The following table may show the pretest and posttest results.

Table 2. The Frequency and Percentage of Pretest and Posttest on Experimental Group

No	Score	Classification	Pretest		Posttest	
			F	P	F	P
1	86 – 100	Excellent	0	0	0	0
2	71 – 85	Very Good	0	0	20	50
3	56 – 70	Good	16	40	20	50
4	41 – 55	Average	20	50	0	0
5	26 – 40	Poor	4	10	0	0
6	≥ - 25	Very Poor	0	0	0	0
	Total		40	100	40	100

According to table 4.2 above, the English speaking achievement of the students at SMAN 2 Baubau in the academic year 2022/2023 was as follows: there were four students, or 10%, who obtained the score 26-40 with poor category in the pretest and no students, or 0%, who obtained the score 26-40 with poor category in the posttest; twenty students, or 50%, who obtained the score 41-55 with average category and no students, or 0%, who obtained the score 41-55 sixteen students or forty percent who scored 56–70 with a good category in the pretest and twenty students or fifty percent who scored 56–70 with a good category in the posttest; finally, there were no students or zero percent who scored 71–85 with a very good category in the pretest and twenty students or fifty percent who scored 71–85 with a very good category in the posttest; finally, there were no students or roughly zero percent who scored 86–100 with an excellent category in

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the pretest and no students or zero percent who scored 86–100 with an excellent category in the posttest.

Based on the previously explained statistics, it can be inferred that the students' speaking abilities prior to therapy were categorized as good and average, whereas their speaking abilities following treatment were categorized as very good and good. The students' posttest mean score of 69.075 demonstrated this. In the meantime, the researcher provided the following table to view the mean score for the control and experimental groups.

Table 3. Mean Score of Pretest and Posttest on Control and Experimental Group

Class	Mean Score		Standard Deviation
Control	Pretest	45.825	6,935
	Posttest	51.90	6.655
Experimental	Pretest	54.050	5.315
	Posttest	69.075	12.166

According to table 4.3 above, the experimental class's mean pretest score was 54.050 with a standard deviation of 5.315, the experimental class's mean posttest score was 69.075 with a standard deviation of 12.166, and the pretest control class's mean score was 45.825 with a standard deviation of 6.935. The posttest control class's mean score was 51.90 with a standard deviation of 6.655. It is evident that the experimental class's posttest mean score was greater than the control class's posttest mean score.

c. Descriptive Examination of Students' Survey Results

Following the administration of a posttest to the experimental group, the researcher administered a questionnaire to gauge the students' interest in seeing National Geographic Channel movies as speaking instructional materials. The following table may show the results of the survey.

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Table 4. Frequency and Percentage of Students' Questionaire Score

Score	Classification	National Geographic Class	
		F	P
85 – 100	Very High	11	27,5
69 – 84	High	27	67,5
53 – 68	Moderate	2	5
37 – 52	Low	0	0
20 – 36	Very Low	0	0
Total		40	100

According to the above table 4.4, there were 11 students, or 27,5%, who scored 85–100 with very high classification; 27 students, or 67,5%, who scored 69–84 with high classification; 2 students, or roughly 5%, who scored 53–68 with moderate classification; 0 students, or 0%, who scored 37–52 with low classification; and, lastly, no student, or 0%, who scored 20–36 with very low classification. It is clear from the data presented above that student who are interested in learning English do so by watching videos on the National Geographic Channel.

2. Discussion

a. Speaking Skill

Based on the aforementioned findings, an analysis of the posttest results can demonstrate how much the speaking skills of the Experimental and Control groups of students improved. The findings indicated that both groups' posttest mean scores rose following the treatment, although the control group's improvement was not statistically significant. It is evident from the students' mean score. The experimental group's pretest score was 54.05, which became 69.07, while the control group's pretest score was 45.82, which became 51.90 in the posttest. After receiving a therapy in this instance, both groups increased, but the experimental group increased more than the control group.

Furthermore, the experimental group's mean score on the pretest and posttest was 54.05<69.07, indicating a 15.02 improvement in students' proficiency. Viewing National Geographic Channel videos shows a

noticeable improvement both before and after treatment. In contrast, the control group's mean scores on the pretest and posttest were 45.82<51.90. It indicates that the pupils' proficiency rose by roughly 6.08. It can be inferred that the experimental group's improvement in students' speaking ability was greater than that of the control group.

Upon reviewing the data analysis results, the author discovered that the P-Value was less than $\alpha = 0.05$, with P-Value = 0.00 at the significance level of 0.05. It showed that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Test results indicated that watching National Geographic Channel movies helped pupils' speaking. It was as a result of their comprehension of the standard, grammatically correct English used in the video's discourse. The researcher showed them a movie and asked them some questions regarding the program based on the information gathered. The pupils provide an oral response to the query. The researcher then invited

the students to apply their own ideas to recount the show after they had watched the video.

According to this research, the following factors may have an impact on how well the pupils speak: (1) Students were happy to study English when using National Geographic Channel videos; (2) Students found it easier to understand conversations because the channel frequently uses standard, grammatically correct language; (3) Students can also practice listening skills by watching National Geographic Channel videos; and (4) Students find National Geographic Channel videos to be more interesting than other forms of media.

b. Survey Analysis

Based on the questionnaire's results, the researcher discovered that the majority of students agreed with the approach she had taken. Table 4.4 above provides evidence of this, showing that 11 pupils fell into the very high category, 11 into the high category, and 2 into the moderate category. It was possible to draw the

conclusion that 95% of students were eager to learn English, particularly when it came to speaking it through National Geographic Channel programs.

D. CONCLUSION AND SUGGESTION

Based on the findings of data analysis, the research concludes that watching films on the National Geographic Channel significantly affects the speaking abilities of SMA Negeri 2 Baubau class XI students. It is evident that the posttest mean value (69.075) is higher than the pretest mean value (54.050) and that the P value is less than the 0.05 significance level. Based on the results of the student questionnaire, twenty-seven kids were in the high category and eleven kids were in the very high category. It was demonstrated that there was a significant difference between the pupils' speaking ability before and after treatment using National Geographic Channel films. It may be concluded, thus, that students' speaking skills can be improved by watching programs on the National

Geographic Channel, as 95% of them are inspired to speak

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