

## AN ANALYSIS OF IMPLEMENTATION OF LEARNING SPEAKING ONLINE CLASS USING VIDEO FOR KIDS STUDENT AT BAHASAKU INGGRIS PARE KEDIRI

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### Abstract

Speaking is one of the most important aspects in the language learning process to express ideas, feelings, experiences and knowledge, therefore students need the video method to facilitate learning activities. This study aims to explore student learning under the age of 12 to make it easier and feeling fun when learning. This research is a Qualitative research which consists of one class. Involved me as a researcher and English teacher from 10 students of the English For Kids level Bahasaku Inggris Course Pare Kediri. The steps of this research are reconnaissance, action planning, implementation and observation of the actions taken. The data of this research is qualitative. Qualitative data obtained by observation the teaching and learning process during the implementation of the action. Data were collected in the form of transcripts of the questionnaire. The research findings show that the implementation using video in speaking learning is effective in improving students' learning.

*Keywords: Speaking learners, Online Class, Video.*

### INTRODUCTION

Education is the most important thing which influences the progress of nation development. According to Soedijarto<sup>1</sup>(2008:1), the progress of a nation is determined by the quality of education. Therefore education as a means of educating the life of the nation. One of the most widely spoken languages on this world is English. Because so many people speak it, it aids in our worldwide connectivity. As an English language learner, you can benefit from understanding the language. So many people can speak the language, it helps connect us in global world. With approximately 1 billion users typing and conversing in English, it is the most widely used language online. You will be able to access and appreciate many more online resources if you can comprehend and read English.

Learning speaking is one of the talents or abilities in English that allows us to express our thoughts, comment on them, and reject others' viewpoints if they differ from our own, as well as the capacity to ask and answer questions. It is strengthen by Prabawa<sup>2</sup>(2016), he said acknowledges that speaking can be a valuable means to communicate some ideas with others in a clean and proper manner.

Patel and Jain<sup>3</sup> (2008) emphasizes that "Communication, self-expression, and thinking are the three fundamental uses of language." There are many kids in English education who do not have

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<sup>1</sup> Soedijarto, 2008. *Landasan dan Arah Pendidikan Nasional Kita*. Jakarta : Kompas

<sup>2</sup> Prabawa, W. P. (2016). *Speaking Strategies Used by Indonesian Tertiary Students*. Journal Of English Education, 231-242

<sup>3</sup> M.Jain, D. P. (2008). *English Language Teaching*. Jaipur: Sunrise Publishers & Distributor

speaking talents at this time. You can read news stories on the internet. You can leave coequate so long as you use the right strategy or study in a way that will assist them develop their speaking skills. Watching that English video to understand the story's content and learn the language is one method that is not mind-boggling.

Because of pandemic of covid 19, the government forces the formal education doing online class. It is proves by Govenour' decree No. 420/2438/101.1/2020 that said she amounced to the formal education doing online class. The reason is covid 19 is kind of dangerous desease which is spreading by air (Parawansa, 2020). That is why, government tried to limit the society access doing acticity in public area.

According to Bates <sup>4</sup>(2016), "However, with the emergency measures taken during the Covid-19 pandemic, commentators have made the distinction between deliberately designed online learning and the emergency measures used to move all instruction online in the spring of 2020". It means that not only in Indonesia but in other countries also got pandemic covid 2019 and they prepared another ways to do communication each other without meeting. Based on him, the choises of that ways are by online learning and the emergency measures.

"*Online learning is* A form of distance education in which a course or program is intentionally designed in advance to be delivered fully online. Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment." Bates (2016). Bates also explained that the distance education is designed to the students so that they no need meet each other phisically.

According to Harmer <sup>4</sup>(2003 p.290) states that video can beautify simulations, not simplest because it is able to provide comments when the scholars can watch themselves and evaluate their overall performance, but also because the presence of a video helps to make media extra realistic. It means that by watching video students could learn speaking English easily, because students could understand visually what they have learned.

Teaching English via a video can be beneficial to students in several ways. For starters, the film can provide a real model for students to emulate through role acting. Second, by watching the movie, children can become more inquisitive and intellectually driven in general. Third, the video is a useful tool for exposing language in a dialogue technique that can be efficiently obtained. Viewing English videos utilizing the third way of review could effectively get kids student access to English without it being known that the kid heard sounds in English while looking at the text, causing the student to absorb the input from the video viewing.

The research wants to investigate the process of implementing the online learning of students' speaking through the video for kids student at Bahasaku Inggris Course and the obstacles of online learning activities using video for kids student at Bahasaku Inggris Course.

There are three specifications of significant of study. They are for the students, teachers and the next researchers. By this technique the students are hoped, they can be interested in learning English by using the video and the materials are easier to understand. The benefits for the teachers are to facilitate teachers to develop successful technique and method and to motivate teacher in giving english subject matter. The last is to increase the knowledge of researchers in using learning innovations by using media video.

The institution of the research does the research is in Bahasaku English Course. Bahasaku English Course is an online English language course institution founded by the Kampung English Pare teaching community, to provide convenience for all people who want to learn English, but are constrained by many activities, far from the course, the pandemic season due to the spread of the Corona virus. So you can't come to KAMPUNG ENGLISH PARE KEDIRI to learn English.

This research, would like to discuss about the process of implementation speaking learning of kid students using video by online. The participant of this research consist of researcher and students at Bahasaku Inggris Course on 11 April to 22 April 2022. The participant are 10 students of English For Kid class at Bahasaku Inggris Course. The researcher conduted the research by using observation and questionnaire.

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<sup>4</sup> Harmer, J. 2003. *The Practice Of English Language Teaching* 3rd Ed. Harlow Essex : 18 Person Education Limited, 2003.

## METHOD

The method is conducted in this research is qualitative research. Qualitative research is a research process to understand human or social phenomena by creating a picture that comprehensive and complex that can be presented in words, report detailed views obtained from informant sources, and carried out in natural setting (Walidin, Saifullah & Tabrani, 2015: 77). Qualitative descriptive research is used to explore the phenomena by conducting observation, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth questionnaire with the participants.

Data cannot be identified as a study topic but can be identified as research material. Data, as a substance, is not raw but finished: they persist because they were used in the selection and sorting of speech. The research's goal is to collect information. The data, which comes in the form of field phenomena, is an important tool in study. The researcher will be able to determine the research's outcome based on the data. The data must be gathered. Based on Sukandarmudi<sup>5</sup> (2006), sources of qualitative data in research, that are not subjective, it are necessary to provide the quality. Sources of data used in qualitative research, namely:

1. Primary Source, Sources are receive directly from the research site. The key data in this study is the kid students of the Bahasaku Inggris Course in Pare, Kediri.
2. Secondary Source, Secondary sources are data from journal reading sources or articles on linguistic diversity that are used to supplement and reinforce findings from primary sources.

The instrument are an observation and questionnaire. Observation is the process of acquiring information at a research site by seeing people and places. The researcher participate in the classroom activity in this study. During the teaching-learning process, the writer makes a note. Notes are utilized to understand the process of teaching-learning speaking and the difficulties that students have in mastering these abilities. This questionnaire was obtained from researcher which was giving on Thursday, April 22, 2022. On the same day the teacher approached the researcher and delivered a survey. After the teacher complete the questionnaire, the researcher can collect the relevant data and then design a problem based on that information.

Qualitative research findings or data are valid if there is no distinction between what the researcher stated and what transpired on the object. According Moleong<sup>6</sup>(2018), Triangulation is a data validity check that leverages information from different sources to check a purpose or proportion with the data. The writer employs triangulation of data sources and data collection procedures to ensure that the data is accurate. The writer collects data from questionnaire using content analysis, whereas data from the information is collected using observations.

Accroding to Miles and Hubberman (in Sugiyono,<sup>7</sup> 2007), data anaiysis technique includes collecting data, reduction of data, display of data and conclusion. Data reduction is the process of condensing and narrowing raw validity data into useful information, making it easier to draw conclusions. collect the required data, then complete the process by comprehending all of the data and coming to a conclusion. The data is displayed in the form of a brief description written in original prose, which can also take the form of graphs, matrices, and charts (Miles, Hubarman, & Saldana, <sup>8</sup>2014). The researcher will convey the data in the second step by simplifying it by utilizing original material in the form of observation and questionner. The final part of data analysis is conclusion; we must look at the results of data reduction while keeping the problem statement in mind. To arrive at a conclusion as a solution to the problem, the data was organized and compared to one another.

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<sup>5</sup> Sukandarrumidi. (2006). *Metodologi Penelitian* . Yogyakarta : Gajah Mada University Press .

<sup>6</sup> Moleong. (2018). *Metodologi Penelitian Kualitatif*. Bandung: Pt. Remaja Rosdakarya.

<sup>7</sup> Sugiyono. (2007). *Statistik Untuk Penelitian* . Bandung : Alfabeta.Cv

<sup>8</sup> Miles, M.B. Hubarman and Saldana, J.2014. *Qualitative Data Analysis: A Methods Sourcebook*. Third. Ed. United States of America: SAGE Publication, Inc. Edition. New York: State University of New York Genesco.

## FINDING

These findings are the outcome of research, and this researcher discusses the findings of research based on observation, questionnaires and research data on kids student at the Bahasaku Inggris Course at Pare Kediri. These are kids student at Bahasaku Inggris Course, Pare Kediri. Who are enrolled in the English program, A total of ten students.

The English for Kids program at Bahasaku Inggris Pare Kediri is a program that takes advantage of the unique fact that students can continue to improve their speaking skills by taking online courses. One of the institution's programs is English for Kids. This program was created so that students could continue to take English classes from home during the covid-19 pandemic.

The learning activities in this course teach online English learning, which is same to English village pare kediri learning. This lesson is from the Bahasaku inggris Course, which is one of the course institutions that offers an engaging and enjoyable English teaching printing program. The difference between this online program and those who come to Pare directly is that they do not need to come to Pare to learn the English village style, because they have received fun English village style education from this institution.

The study lasted four meetings, from April 11 to April 22, 2022. The goal of this study, as stated in Chapter I, is to investigate the effect of employing English learning media using video for kids students in Bahasaku inggris, Pare Kediri. English for Kids level 1 was the lesson will be studied in this study, with video learning media on Alphabet, Days, and Numeral materials. Observation and questionnaires were used to examine the research data.

### Observation Results

The researchers studied the students of Bahasaku Inggris level 1 in the English For Kids program, where the 10 students on average were pupils in grades 1-3, based on data obtained from the teacher describing the classroom learning process. This session, which begins on April 11 at 20.00 WIB and includes students from diverse regions and even provinces.

10 minutes before class, the teacher enables zoom, and students enter one by one according to the teacher's instructions. When all of the students had enter, the teacher will open the class by praying together according to the beliefs of each student. After that, the teacher will greet each student with the phrase "Good evening, my beloved students" and continued to ask the students condition. Then the teacher invited students to brush up last material to improve their memory. Then, about the matery, where the teacher explains and shows students how to read correctly. After that, the teacher will play a video about the topic for three times, and the teacher will also send a video to the whatsapp group to warn students about incorrect signals. The teacher gives students time to understand the video that is delivered for a few minutes, then the teacher asks students to present one by one.

The division of time used by the teacher was 10 minutes for opening, 10 minutes brushed up last material, 15 minutes for material, 10 minutes for practice, the final 15 minutes for students review the material presented that day.

**Table 4. 1 Observation Note in the First Meeting**

Description	Observation Note
The researcher analyzed the implementation of learning speaking using video to students based on students' appearance in class are :  Vocabulary  Pronunciation  Grammar  Fluency	7 members found it difficult to understand what the teacher was saying. They only answered very easy words for example yes, no, because they had never studied English before, so they could not speak English either. In addition, 3 members were able to understand what the teacher was saying because they had previously taken lessons at other institutions, so they could easily catch what the teacher was saying

**Table 4. 2 Observation Note in the Second Meeting**

Description	Observation Note
<p>The researcher analyzed the implementation of learning speaking using video to students based on students' appearance in class are :</p> <p>Vocabulary</p> <p>Pronunciation</p> <p>Grammar</p> <p>Fluency</p>	<p>They really enjoy learning English. Their understanding in learning English by using video was initially confused to understand what was in the video, after that the teacher gave brief instructions about the material in the video. They can answer the teacher's questions when the video ends even if they combine 2 languages. In addition, 2 members off their camera and 1 member feel bored.</p>

**Table 4. 3 Observation Note in the third Meeting**

Description	Observation Note
<p>The researcher analyzed the implementation of learning speaking using video to students based on students' appearance in class are :</p> <p>Vocabulary</p> <p>Pronunciation</p> <p>Grammar</p> <p>Fluency</p>	<p>. 2 members still feel confused because they were off cam and don't pay attention to the video in the second meeting. So they were a little confused when following the next agenda. However, 8 members started to like English and were very enthusiastic when they were given a video learning method. They were curious about the next video, they were able to arrange several vocabulary words into 1 sentence</p>

**Table 4. 4 Observation Note in the Fourth Meeting**

Description	Observation Note
<p>The researcher analyzed the implementation of learning speaking using video to students based on students' appearance in class are :</p> <p>Vocabulary</p> <p>Pronunciation</p> <p>Grammar</p>	<p>For the last meeting, after the video was played, the researcher asked all members to present one by one without bringing text using English even though they were still in combination with Indonesian. Then the result were 3 members can sing the material numbers 1-20. 5</p>

Fluency	members recite from the numbers 1-100. And 2 members are currently permits.
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**Material of the Program**

**ALPHABET**

A (ei)	B (bi:)	C (si:)	D (di:)
E (i:)	F (ef)	G (ji:)	H (eich)
I (ai)	J (jei)	K (kei)	L (el)
M (em)	N (en)	O (eu)	P (pi:)
Q (kyu)	R (a:)	S (es)	T (ti:)
U (yu:)	V (vi)	W (dabel yu)	X (eks)
Y (wai)	Z (zi) / (zed)	Now, you know my ABC You can sing again with me	

**Spelling dialogue**

John : Hello, what is your name?

Cindy : Hi, my name is Cindy?

John : How to spell it?

Cindy : C-I-N-D-Y (si: - ai - en - di: - wai). What about you? What is your name?

John : My name is John, J-O-H-N (jei - eu - eich - en). Nice to meet you!

Cindy : Nice to meet you too. Can you spell FIRST?

John : F-I-R-S-T (ef - ai - a: - es - ti:). Can you spell RISE?

Cindy : R-I-S-E (a: - ai - es - i:).

John : Good job, Cindy!

Cindy : Thanks

Can you spell .....? : Bisakah kamu mengeja .....?

How to spell .....? : Bagaimana cara mengeja .....?

SPELL THIS WORD PLEASE!	
KITCHEN	KICK
DUCK	SCHOOL
HORSE	PEN
BIKE	JUMP
HOUSE	MOTHER

**DAYS**

Sunday : Minggu

Monday : Senin

Tuesday : Selasa  
Wednesday : Rabu  
Thursday : Kamis  
Friday : Jum'at  
Saturday : Sabtu

The day after..... and the day before .....

- The day after Sunday is Monday.
- The day after Friday is Saturday.
- The day after Thursday is Friday.
- The day before Wednesday is Tuesday.
- The day before Sunday is Saturday.
- The day before Thursday is Wednesday.

Exercise!

1. The day after Monday is .....
2. The day after Saturday is .....
3. The day before Friday is .....
4. The day before Tuesday is .....
5. The day after Wednesday is .....

Answering question

Q : What day is today? Hari apa hari ini?

A : Today is Monday. Hari ini hari senin.

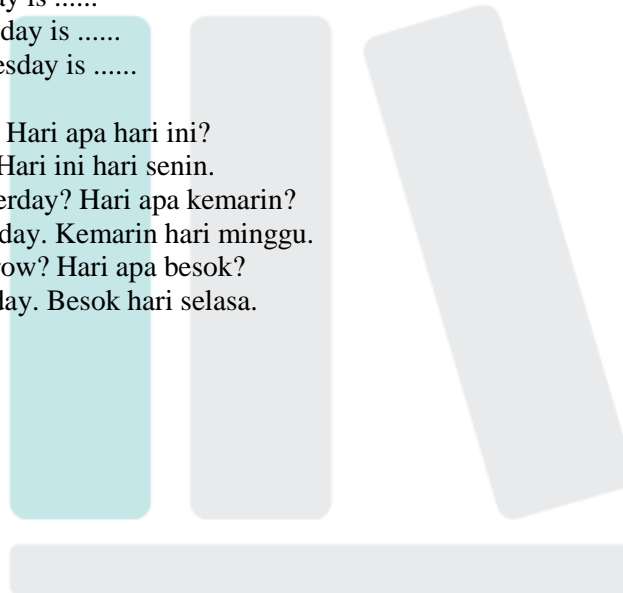
Q : What day was yesterday? Hari apa kemarin?

A : Yesterday was Sunday. Kemarin hari minggu.

Q : What day is tomorrow? Hari apa besok?

A : Tomorrow is Tuesday. Besok hari selasa.

- After : Sesudah
- Before : Sebelum
- Tomorrow : Besok
- Today : Hari ini
- Yesterday : Kemarin
- Ago : yang lalu
- Later : akan datang



## NUMERAL Cardinal Number

2 : Two	18 : Eighteen
3 : Three	19 : Nineteen
4 : Four	20 : Twenty
5 : Five	21 : Twenty One
6 : Six	22 : Twenty Two
7 : Seven	30 : Thirty
8 : Eight	40 : Forty
9 : Nine	50 : Fifty
10 : Ten	60 : Sixty
11 : Eleven	90 : Ninety
12 : Twelve	100 : One Hundred
13 : Thirteen	1000 : One Thousand
14 : Fourteen	1.000.000 : One Million
15 : Fifteen	1.000.000.000 : One Billion
1.000.000.000.000 : One Quintillion	

Question

Mention the number 1-1.000.000.000.000, please!  
 509.000, English letter!  
 15.000, English letter!

**Questionnaire Results**

**Table 4. 5 Questionnaire Note in the first question**

No	Question	Total	
		Yes	No
1.	Do students feel bored with learning speaking through the video method?	2	8

**Table 4. 6 Questionnaire Note in the second question**

No	Question	Total	
		Yes	No
2.	Does learning speaking using videos help students to understand the material?	9	1

**Table 4. 7 Questionnaire Note in the third question**

No	Question	Total	
		Yes	No
3.	Do students find difficult to understand the material?	2	8

**Table 4. 8 Questionnaire Note in the fourth question**

No	Question	Total	
		Yes	No
4.	Is the material that uses video deliver well?	9	1

**Table 4. 9 Questionnaire Note in the fifth question**

No	Question	Total	
		Yes	No
5.	Do students feel confident when speaking English?	7	3



**Table 4. 10 Questionnaire Note in the sixth question**

No	Question	Total	
		Yes	No
6.	Do students enjoy in class?	10	0

**Table 4. 11 Questionnaire Note in the seventh question**

No	Question	Total	
		Yes	No
7.	Does learning by using video affect the ability to speak English?	9	1

8. What is the difficulties experience when student learning English? 6 members said that they sometimes had a bad signal, so they couldn't be optimal in listening the teacher's explanation. 3 members answered that they were embarrassed to start practicing or unconfidence. And 1 person answered difficulties in memorizing.

9. Give the criticism and suggestions for teacher, please! 3 members gave advice on finding the right one if it was a good signal so that it would not be hampered when studying. 2 members enjoy being in class. 4 members give suggestions to provide videos in all materials. Because students assume that through this method students find it easy to understand English lessons. And 1 member did not give an answer.

10. What material used by the teacher when implementing video-based learning? 10 members answered the material using the implementation of the video were alphabet, days, and numerals.

## DISCUSSION

### Observation Data

Based on the observation data the researcher found that 7 members found it difficult to understand what the teacher was saying. They only answered very easy words for example yes, no, because they had never studied English before, so they could not speak English. In addition, 3 members were able to understand what the teacher was saying because they had previously taken lessons at other institutions, so they could easily catch what the teacher was saying. Those are the data that the researcher found at the first meeting before the researcher gave the material.

They really enjoy learning English. Their understanding in learning English by using video was initially confused to understand what was in the video, after that the teacher gave brief instructions about the material in the video. They can answer the teacher's questions when the video ends even if they combine 2 languages. In addition, 2 members off their camera and 1 member feel bored. Those are researcher found in the second meeting after the researcher gave the material.

2 members still feel confused because they were off cam and don't pay attention to the video in the second meeting. So they were a little confused when following the next agenda. However, 8 members started to like English and were very enthusiastic when they were given a video learning method. They were curious about the next video, they were able to arrange several vocabulary words into 1 sentence. Those are the findings of the researchers at the third meeting.

For the last meeting, after the video was played, the researcher asked all members to present one by one without bringing text using English even though they were still in combination with Indonesian. Then the result

is 3 members can sing the material numbers 1-20. 5 members recite from the numbers 1-100. And 2 members are currently permits. That's what the researchers found at the last meeting before the researchers closed this program.

Researchers found the results of the speaking learning process increased in students based on data observations. In addition, the researcher found that the students' performance in speaking English was as follows::

1. Students can easily memorize the material when they view a video.
2. Students are able to answer the teacher's questions easily.
3. Because they have a good understanding of the material, students find spelling words easy.
4. When performing, students are aware of what their peers are saying.
5. Students feel confident when speak English.
6. Students dare to ask the teacher when they do not know the material.
7. The students are eager to learn English.

The researcher finds that pupils can learn and master English material based on the given observation data. Furthermore, the researchers in this study greatly support this strategy because their children would not be bored while learning if they learn through video. They will also have no trouble finding information about other English learning videos on their mobile phone.

### **Student's Responses**

1. the first question is about students' interest in the video learning method. And the answers are 8 members choosing yes, 2 members choosing no.
2. The second question is the positive impact on students' understanding in learning using video. 9 members answers truly yes, and 1 member prefer no.
3. The third question is about the difficulty of students understanding the material presented. There are 2 members answer yes and 8 members select no.
4. The fourth question about the application of the material using video was delivered well. 9 members choosing absolutely yes and 1 member choosing no.
5. The fifth question is about students' confidence when speaking english. 7 members saying yes and 3 members saying no.
6. The sixth question about the student's comfort in class. All members answers enjoy in class.
7. The seventh question about learning English using the video method has an effect on students' speaking.
8. The eighth question focus on the student's problems when learning English. 6 members said that they sometimes got a bad signal, so they could not be maximal in listening to the teacher's explanation. 3 members answered that they were embarrassed to start practicing or were not confident. And 1 person answered difficulties in memorizing.
9. The ninth question about students giving criticism and suggestions to the teacher in class. 3 members gave advice on finding the right one if it was a good signal so that it would not be hampered when studying. 2 members enjoy being in class. 4 members give suggestions to provide videos in all materials. Because students assume that through this method students find it easy to understand English lessons. And 1 member did not give an answer.
10. The tenth question is about the material used when implementing video learning. All members answered the material using the implementation of the video are alphabet, days and numerals.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

In accordance with the research findings and discussion of this research above, the researcher concludes this research in this section. The conclusion represents the following: Researcher employs the implementation of learning speaking through video In English for Kids program for Bahasaku Inggris members. researchers use the implementation of learning speaking through video to boost and assist students' English learning activities, because it is easier to reach by students under 12 years old. The researcher chose this method in order to parents can use this method at home to help students learn English so that parents do not find difficult to help students. because students can follow the instructions well, they can memorize videos quickly. Students are also easy to talk, because they can catch what their teacher is saying even though some of them still use two languages,

namely English-Indonesian. As a result, they used the implementation of video to learn English, which they found more comfortable. Especially for students who have low speaking skills. They can use the video method in their daily learning, especially in class. They adopted this method because it was easier than others.

## Suggestions

The researcher has the following recommendations based on the above conclusions:

1. For the students

The results of this study can help students choose appropriate learning to help them better understand and enjoy the lesson. Students should do more exercise to improve their English skills. Students should be able to appropriately divide their time and improve their learning abilities in every level.

2. For the teacher

As a result of this research, teachers will gain insight into the students' abilities and will be able to assist them in improving their skills in the classroom and teachers must better motivate students so that they would use their learning time to develop their talents through a variety of teaching and learning approaches. During the teaching and learning process, it may also be possible to assist in the improvement of teaching.

3. For other researchers

The study of the teaching and learning process covers a wide range of topics. Another study of students' practice of learning English is needed. Researchers only see the learning mechanism used in this study. By students in English subjects in general. As a result, other researchers can see the implementation of learning speaking using videos used by teachers in learning English in general. Other researchers can see the effectiveness and learning of a particular English language. This study will assist them in improving their studies as well as providing academic information for future research, particularly in the area of student speaking practice.

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