THE EFFECT OF AFTERNOON TEA VIDEO FOR SPEAKING

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Abstract
This study was aimed to discover the effect on students’ speaking achievement through Afternoon Tea Video (ATV). This research was a pre-experimental study. The population sample of this research was eleventh grade students consist of 118 students. This research technique was by using cluster random sampling, the sample was XI IPS II that consist of 30 students. The data in this study was collected by using conversation test. Then the Researcher calculate the result of t-test were 29.73, it was significant higher than t-critical (29.73>2.0452). it stated that null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. The research finding also showed that the score of the effect size of the treatment was 1.011 and categorized as “strong” effect. It can be concluded that Afternoon Tea Video (ATV) had a strong significant effect on speaking skills achievement of the eleventh grade students of SMA Negeri 02 Sungai Raya.

Keywords: Pre-Experimental, Afternoon Tea Video, Teaching Speaking
INTRODUCTION
Teaching speaking in context is focusing on input and output of massage meaning delivered. According to Newton (2009, p. 5) many spoken activities will include a mixture of meaning-focused input and meaning-focused output. One person’s output can be another person’s input. The teacher must be concerned on function as the aspect of evaluate students works or performance. (Newton, 2009; Swain, 1995 suggests three functions for output: “(1) the noticing/triggering function, (2) the hypothesis testing function, and (3) the metalinguistic (reflective) function.” Further more Newton(2009, P.20) argued that “one of the most useful techniques in a listening and speaking programme is the teacher engaging in meaning focused dialogue with the learners. So In teaching speaking, the English teacher must be able to engage all of the students to participate in a group discussion.

Speaking in English is usually considered difficult for Students, comparing to the other skills of language mastery, based on the field of observation that the researcher did in SMA Negeri 02 Sungai Raya of eleventh grade in academic year 2018/2019. The English teacher used to teach many method in English media for speaking but the students still under level. The students goal on better achievement must be on the level, there are many techniques for teaching speaking it depends on how the teaching learning to be apply. It determines the succeed of teaching learning process.

The Afternoon Tea Video can promote the learner to speak attractively. Even watch the videos and listen to the conversation only but the technique must be working on speaking skill. According to The Use of Video Blog To Teach Speaking of Recount Text, Yulianti (2018) states that “it can be concluded that the application of video blog is very strongly affected student’s speaking achievement.” Afternoon tea videos showed that the people in London enjoying a cup of tea and have a joy conversation in the tea shop. The students will know how to do a conversation at tea shop between costumer and discussion at table then talking about food, the taste, and other conversation also. The afternoon tea video is one of the good to introvert how the native used presenting vocabulary at that time. Teacher ask student to analise every single sentence in the videos then the teacher make a group consist of three person and let the students talk each other based on topic and try to catch the point up what the native speaker said in videos that the students watch in advance. The lacking of information there also make this media exist to fulfil the needs of the students. But one of the good thing that the researcher direct is to teach speaking skills for better achievement.

METHODOLGY
This research was conducted through Pre-experimental design it was because the researcher intended to discover the effect of afternoon tea videos for speaking, this research focuses on treatment and outcome, to enhance the data was taken by 3 stages; (1) administering the pre-test to measure the independent variable; (2) then applying the treatments to the students; (3) administering the to measure the dependent variable. The result concluded to know whether or not the effect of
afternoon tea video for speaking can improve students speaking skills. In this research design, there was only one class used as the treatment group.

A. Population
To identify the population in the study. Also state the size of this population, if size can be determined, and the means of identifying individuals in the population. Questions of access arise here, and the researcher might refer to availability of sampling frames-mail or published lists-of potential respondents in the population (Creswell, 2009:148). The population of this research is the 11th IPS II grade class consist of 35 students in SMA Negeri 2 Sungai Raya in academic year 2019/2020.

a. Sample
The sample is selected objects in population which are chosen by using certain procedure. Mackey & Susan (2005:119) state the basis of generalizability is the particular sample selected. In this research, the researcher was used a repeated measures design. The researcher took cluster sampling for selecting the population. According to Levy & Lemeshow (2008:224) Cluster sampling broadly as any sampling plan that uses a frame consisting of clusters of listing units. The definition above is broader than used in some other texts includes sampling that has done more than one stages. This is a pre-experimental research and need treatment for knowing the result, so the researcher just take one class for the sample. The sample of this research consist of 30 students.

RESULT AND DISCUSSION

1. Result
The researcher formulated and analysed the result, it aims to answer the first research question, the researcher need to know the mean-score and the differences between pre-test and post-test while doing the research. At the first the researcher was given the pre-test for knowing the level of students in XI IPS II, the pre-test was given before the treatment or the process of teaching learning. After accepted the treatment students have to do the post-test, as known the post-test was the last step in conducting this research. This research findings would cover the result of individual test, the mean score of the test, the result of t-test to determine whether or not the strategy is effective, and the result of the effect size to investigate the effectiveness of the strategy being applied.

1. The Analysis of students’ individual scores
Pre-test and post-test were conducted to identify the significant effect of Afternoon Tea Video (ATV) for teaching speaking in this research. The analysis of individual in this research was performance test. In performance test there are four aspect in cover. The test result were measure using the equation in chapter III as presented below:

\[ x = \frac{R}{N} \times 10 \]

Therefore, it was found that the highest pre-test score was 67.5 and the lowest score was 45, with the average score of 54. Meanwhile, the highest post-test score was 85 and the lowest score was 65 with the average 74.

2. Data Analysis
a. The analysis of pre-test
To proclaimed the score the researcher has analysed the pre-test, there are some items like maximum and minimum of score and the total score of students and the mean score of students. The maximum score of pre-test was 67.5 and the minimum score of pre-test score was 45. The total score of pre-test was 1610 and the number of student was 30. The mean score of pre-test was 54 from the result of the test according to Brown, 2004, p.288 & 294 that the students achievement was considered as poor to average. The mean score was calculated as follows:

\[ M_1 = \frac{\sum x}{N} \]
\[ M_1 = \frac{1610}{30} = 54 \]

So from the result of the formula above, the writer has to give the treatment for the students. As the writer mention in the post-test increased achievement.

b. The analysis of post-test
As the pre-test analysis for main score there are some items like maximum and minimum of score and the total score of students and the mean score of students, that shown the poor to average score. Then in this part the researcher shows the better thing than it. The analysis of the post-test show increased of the students score ranges from the lowest score (65) and the highest score (85). The total score of the post-test was 2192.5 and the average score was 77. The mean score was categorised as average to good. The computation of the post-test mean score as follows:

\[ M_2 = \frac{\sum x}{N} \]
\[ M_2 = \frac{2192.5}{30} = 74 \]

After seen the main score of post-test that the writer mentioned above, the increase of students score is significant after the treatments. So, in conclusion after seen the main score of pre-test and post-test that the result was significant differences. The researcher also put next analysis part its’ special for mean score differences.

3. The Analysis of students’ mean score differences
The researcher thought that calculating the mean score of pre-test and post-test is not enough for knowing the interval of students achieved, then the researcher computed the difference score as analysed the differences of mean score. In this research is the difference score of the pre-test and the post-test can be inferred as the effect of the treatment. The calculation can be seen as follows:

\[ MD = M_2 - M_1 \]
\[ MD = 77 - 54 \]
\[ = 23 \]
As seen the difference score above that shows the significant interval. So from the calculated the treatment is successful.

4. **Hypothesis testing**

In this research, the researcher has mentioned that there are two hypothesis which written in chapter I. Those are null hypothesis and alternative hypothesis. Null hypothesis stated that, “The afternoon tea video for speaking is not effective for teaching speaking,” while the alternative hypothesis stated that, “The afternoon tea video for speaking is effective for teaching speaking.”

To establish the significant of the research, the researcher compared the result of the t-test as defined below:

\[
T = \frac{MD}{\sqrt{\frac{\sum (D^2 - \bar{D}^2)}{N(N-1)}}}
\]

\[
= \frac{20}{\sqrt{\frac{18279 - 1224.507}{30(29-1)}}}
\]

\[
= \frac{20}{\sqrt{18279 - 1224.507}}
\]

\[
= \frac{20}{\sqrt{840}}
\]

\[
= \frac{20}{20}
\]

\[
= 29.73
\]

The result of the t-test is 29.73 to complete the calculation, the researcher tried to find the degree of freedom (df) which is down below:

\[
df = N-1 = 30-1 = 29
\]

Based on the result of the computation above, the researcher found the t-test was 29.73. For the table with df = 29 and the significant level at 0.05(5%) was 2.0423. It means that the t-test was higher than the table (29.73>2.0423). Based on the calculation above, it proves that the null hypothesis (H0) is denied and the alternative hypothesis (Ha) is accepted. The result of the t-test calculation had shown that the use of Afternoon Tea Video (ATV) for speaking has significantly affected to students achievement in speaking skills on the eleventh grade students of SMA Negeri 02 Sungai Raya in academic year 2020.

5. **The analysis of Effect Size**

The researcher also did not forget to put analysed of the effect size. It means for knowing how big the effect of Afternoon Tea Video for speaking on the eleventh grade students’ of IPS Class in SMA Negeri 02 Sungai Raya. The computation of the effect size can be seen as follows:
\[
ES = T \times \frac{1}{\sqrt{n}} \\
ES = 29.73 \times \frac{1}{\sqrt{30}} \\
ES = 29.73 \times 0.034 \\
ES = 1.011
\]

<table>
<thead>
<tr>
<th>Effect size</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21-0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51-1.00</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt;1.00</td>
<td>Very strong effect</td>
</tr>
</tbody>
</table>

From the result above, the size of the effect size is 1.011 according to Cohen (2007, p. 521) the criteria being in deciding the effect size, the result obtained is more than 1.00 (ES> 1.00) which categorized as having strong effect. It means that the use of Afternoon Tea Video (ATV) delivered a significant effect to increase students’ speaking skills achievement.

**Discussion**

Afternoon Tea Video (ATV) helped the students to speak accurate and defined an active class at the same time its because the students’ get better score in participation. It was seen by the progress of the students on each treatments. By using Afternoon Tea Video (ATV) the student could present a better conversation in front of the class. It’s strengthened by the theory of Oliver, et.al., (2013,p.29) The presentation stage is when ideas are presented to an interested and critical audience, and students explain and elaborate on what they have learned. Its clearly help students for communicate when presenting topic on stage. The students’ also recognise how to express idea and critical for the audience. By using ATV is recommended for engaging students’ from being passive students to be impressive students. Afternoon Tea Video (ATV) technique in this research improve students’ achievement in some ways, such as guiding students from alien head to be an active human critical, help students motivation on how to use word correctly when talk in other laguage like English by explain the meaning of the word in sentences and track them by easy or effective grammar. It helps students become fluent and the students can expressing the point when takin;
conversation on stage. The students’ also get experience while working in group and taking up the conversation.

CONCLUSION AND SUGGESTION

a. Conclusion
In short this technique is activate the students during the class since it addressed individual needs by motivating them to do the coveivsation in front of the class that they rarely do during teaching english learning. The students shown great attention on learning by technique that the researcher prepared. Then every students doing their occasion based on the character in video and also work in group prepare for post-test. The effect of ATV highly assisted students to speak better and help them to speak standardised. It means this technique is affected for teaching speaking on senior high school level or for upgrade speaking level by practicing it on teaching learning.

2. Suggestion
(1) The researcher would like to suggest that the English teacher should use video in teaching speaking. By administering this media and technique which is enjoyable and motiveive, it can easier improve students’ speaking skill. This technique suitable for the students at senior high school in indonesa and the media is easier to find.(2) This technique is also suggest to the students who has speaking problems, lack of fluency, and poor pronunciation. it can be solve by. This technique can be contribute on speaking mastery easily, because today there are many of video can be used for teaching such as speaking. Then the English teacher should be find a simple video and attractive video, it can be inference for students at teaching learning today.(3) This research also can be reference for the other researcher that want to take speaking for their content. Hopefully, this research has contribution for other researcher and the other researcher will complete this research in the future.

REFERENCES


