

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research was conducted at SMA Swasta Imelda. The research was conducted through observation and interviews. The research results were analyzed by researchers using descriptive qualitative method, which means that the researcher described, and interpreted all the data collected so that they were able to obtain a general and comprehensive situation.

1. The learning process in speaking classroom at English club extracurricular

In learning speaking process, there are three activities were conducted at English club extracurricular. The researcher briefly describes the findings of the research that has been carried out by researchers, as follow:

Meeting 1 Observation 1, 16 February 2024	Opening	The teacher opens the class with greetings and prayers to start learning and checks students' attendance first as a form of discipline. The teacher also asks how the students are and how they feel before delivering the material. When all the students are ready and effective, the class begins.
	Main activities	When learning first begins, the teacher provides an explanation of the material to be studied. The material this time is related to speech. Then the teacher gives examples of short and clear speeches and shows videos to watch to make it easier for students to understand what a good and correct speech is. Then the teacher asks students

		<p>to make speeches with different themes and then makes videos of students' speeches. At this meeting the teacher gives students the opportunity to utilize resources that support the learning process such as using school WiFi, language lab computers, and asks students to ask questions about things they don't understand. Next, the teacher gives students time to work on the speech assignment according to the directions given and checked at the next meeting.</p>
	Closing	<p>At the end of the activity, teachers and students reflect on the learning activities that have been carried out. The teacher repeats a little about how a good speech text fits the speech structure which includes an opening, content and closing. Then the teacher gave motivational words to the students to keep them enthusiastic about joining the English club. Then this meeting ended with praying together according to each student's beliefs.</p>
<p>Meeting 2 Observation 2, 1 Maret 2024</p>	Opening	<p>Learning activities begin with an opening greeting, such as "Hello students, how are you?" Then the teacher counts the students present. After that, as usual, before starting the learning activity, pray together according to each student's beliefs.</p>
	Main activities	<p>At this meeting there were several stages given by the teacher at the English club, where the materian this meeting related to News</p>

		<p>reporter first, here the teacher gave stimulation to students by watching videos related to being a presenter, so that students understood what they were doing after watching the video. The teacher gave several tips to prepare yourself to become a successful presenter, where the teacher asked students to read diligently, because a reporter must have broad insight and also know the latest information. Second, being a tough teacher explains that being a reporter is indisputable, really. Just calm down. This means you have to be ready to report any news. Because location and coverage conditions are usually unpredictable. We can cover flood areas, fires, rain coverage. Third, be confident because if you want to become a TV reporter, confidence is the key. Because the kit will often appear in front of the camera and be seen by many people on the screen. Reporters will often do live reports or live broadcasts. So there is no retake. Therefore, so that credibility is not doubted, we must convey information directly and confidently. The last thing is to increase practice so that it is smooth and not stiff, teachers have to practice a lot to provide information to students.</p>
	Closing	<p>The activity is closed with questions From the teacher, whether the students can understand the material or not. The teacher will also ask a few questions to test whether the students can</p>

		understand the Material presented or not. After that, the learning activities are closed by praying together and then saying goodbye to the teacher.
Meeting 3 Observation 3, 15 Maret 2024	Opening	The opening activity begins with the teacher giving an opening greeting to the students, the teacher provides icebreaking, so that students do not feel stiff when studying in class. After that, the teacher checks the students' attendance and once everyone is ready, the class is opened for learning.
	Main activities	The learning activity begins with the teacher explaining what is meant by asking for opinions, on this occasion the teacher explains material related to asking opinions, the teacher also explains how to ask other people well and politely and what questions can be asked to other people. After explaining, the teacher divides the students into several groups to do questions and answers. After that, the teacher asks students to write down several forms of questions related to asking opinions. When the students have finished, each group moves forward to practice in front of the class while the other students pay attention.
	Closing	This meeting closed with a question and answer session by teachers and students. then learning activities by praying together according to each person's beliefs while shaking hands with the teacher and saying goodbye to the students.

<p>Meeting 4 Observation 4, 5 April 2024</p>	Opening	The opening activity begins with greetings, then students' attendance is recorded. The teacher also started the learning activity by praying together.
	Main activities	At this meeting the teacher provides material regarding how to visit public places and at the end the teacher asks students to make video content. The teacher has explained what public places are, what will be explained and what places are suitable to visit. Then the teacher asks students to determine what places they visited and what they explained about those places. Teachers also help students to determine the appropriate place for learning materials. After finding a suitable place, the teacher gives students time to pay attention to the video content shown to make it easier for students to listen to the lesson and asks students to discuss and ask the teacher if they don't understand.
	Closing	The learning activity closes with the teacher drawing conclusions. Then also provide motivational words so that students are enthusiastic about learning. Then the learning activity closed with praying together.

2. Students' challenges of creating video content process at English club extracurricular

In creating video content related to video content, first Speech, second News Reporter, third Asking and Giving Opinion, and fourth Public Places Stories, there are some challenges faced by students, as follow:

1. Student get confused when editing the video

In the midst of digital transformation, photo and video editing skills are needed a student in disseminating information. Photo and video editing skills are something that is urgent to have at all levels of education in order to facilitate and equip students' skills. It is known that the problem faced by students in SMA Swasta at English Club Extracurricular experience problems in editing photos and videos due to limited resources humans for editing, inadequate facilities, and lack of editing training at school. This makes it difficult for English club students to edit photos and videos using editing applications. This difficulty becomes obstacles for students in expressing their creativity in editing high quality videos.

Video editing skills in students are very important preparing them to face the demands of the ever-evolving media industry. However, there are still resource gaps, both in terms of knowledge and adequate facilities. Therefore, it is suggested that training to introduce editing applications is an effective method in improving students' ability to produce interesting work. For example, one of Imelda's high school English club students had difficulty editing videos. He was confused about how to edit it, how to export it, and how to improve its quality. Therefore, Imelda High School students need extra guidance regarding this matter. If students have difficulty editing videos, this will hinder students from improving their creativity and they will not be able to continue working. Training from school is also needed for this. So students no longer have difficulty editing videos. Schools also need adequate facilities to support their students to continue to improve their abilities in video editing.

The picture below shows that students have difficulty in editing videos.



Picture 1. Student editing video

This was said by

"In this video I also experienced several problems, such as problems in video editing, it took me several days to edit my speech video" (S.1)

"In editing video I find problems like hot to make quality video with match sound" (S.4)

2. Student need time to prepare speech

When giving a speech, of course students need time to prepare it. After that the teacher shows a video of someone giving a speech. Students observe videos with several speech objectives. Speeches that aim to provide information, speeches that aim to influence listeners to act according to the speaker's wishes, and speeches that aim to entertain listeners. After that the teacher will direct and provide explanations to students in composing speeches. Students will compose speeches based on the direction of the teacher's explanation. After that, students were divided into several groups to observe video recordings of their friends' speeches. They give each other input to improve their weaknesses. They do the exercises in small groups. With this grouping, one hundred percent of students want to practice giving speeches. The opportunity to practice giving a speech in a small group can grow your courage to give a speech. Students take about a week to give a speech. Students will prepare the text in advance and then show it

to the teacher. Then, the teacher give directions to students to practice giving a speech. Students also practice speeches for several days. Students also experience several difficulties, namely not being fluent in English pronunciation and then having difficulty translating the meaning. Students also sometimes feel anxious and afraid when delivering a speech.

The picture below show that students need time to prepare speech.



Picture 2. Student preparing speech

This was said by

"In this video I experienced several obstacles, such as problems in memorizing the text of my speech, it took me several days to memorize the text of my speech" (S.3)

"In making a speech, there are several difficulties, such as how to master the text of the speech with correct and fluent vocabulary, then when I practice, I always forget the text, so it takes time to prepare the speech." (S.4)

3. Student need time to record the video

In recording videos, students also need quite a long time. Students need captions, a camera, a microphone, lights, and a quiet place to record. It is important for students to find a quiet, distraction-free location to record. Public spaces rarely make good recording locations. Students should also consider potential distractions, for example, loud noises, etc. Lack of contrast between the student and the background can reduce the quality of the video. Therefore, students need a quiet and bright place. The script that has been prepared by the

student may be ideal, but if you take a photo while reading the script it will look unnatural. Therefore, students must understand the script they want to convey before recording the video. Students will also need to take additional pictures for previously recorded content. Then, students also need a long time to produce a video from start to finish. Students will ensure everything is in accordance with the script that has been created. In this way, video quality can be maintained.

The picture below show that students need time to record the video.



Picture 3. Student need time to record

This was expressed by :

"In this video I also experienced several obstacles, such as difficulties in recording the video, because the time was not right, because I was doing several practical assignments." (S.3)

"In this video I experienced several problems, such as problems in taking recordings, and also due to difficulties in adjusting the appropriate place to record the video" (S.4)

4. Student didn't understand English and student get difficult



Picture 4. Students didn't understand English

This was expressed by :

"I had difficulty memorizing, because I am not very fluent in English. I also repeatedly recorded the video because I forgot what I had to say." (S.5)

"I find problem when I speak English, I get difficult how to speak English well and how to pronounced word by word"(S.7)

5. Students always forget about the text.

When taking video news reporters, a reporter must master the content of the text he wants to convey. Students often forget the text they want to convey. Students feel anxious, afraid and even nervous so they forget the text that will be discussed. It takes several minutes for students to remember the text they are going to speak. And, students also need to understand the text that will be delivered. So that students can be more relaxed in expressing what they want to express. On this topic, students always forget the text because they don't focus on the hot weather, where the topic in this news is the weather, so when taking the video, students choose to type hot weather so that it relates to the topic being conveyed, so students forget the text and need it. time several times to take the video.

The picture below show that student forget the text



Picture 5. Student forget the text

This was expressed by :

"I had difficulty recording the video because the weather was very hot. It took several hours to wait for the weather to get a little cloudy so I could record the video". (S.5)

"I experience difficulties where I often forget what I have to say, sometimes I don't focus and concentrate so it takes time to take a video". (S.1)

6. Students need time to choose the best video

In the public places area theme, students are asked to visit public places that are visited by many people. In this video, one of them is Podomoro and Suzuya Marelán Plaza. At this stage it really takes a long time to record the video. In recording videos, students also need quite a long time. Students need captions, a camera, a microphone, lights, and a quiet place to record. It is important for students to find a quiet, distraction-free location to record. Public spaces rarely make good recording locations. Students should also consider sounds that may interfere with video recording. Lack of contrast between the student and the background can reduce the quality of the video. Therefore, students need a quiet and bright place. The script that has been prepared by students may be ideal, but if they are photographed while reading the script it will look unnatural.

Therefore, students must understand the script they want to convey before recording the video. Students will also need to take additional pictures for previously recorded content. Then, students also need a long time to produce a video from start to finish. Students were ensure everything is in accordance with the script that has been created. In this way, video quality can be maintained.

The picture below shbow that student need time to choose best video



Picture 6. Student choose video

It was expressed by:

"Because content related to public palces story is difference with the other video, start from editing the sound, take the part of Deli Park and then choose the best video from some video". (S.3)

"In this video I experienced several problems, such as problems in taking recordings, and also due to difficulties in adjusting the appropriate place to record the video" (S.4)

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3. The students' products of creating video content in speaking classroom at English club extracurricular

In creating video content process, there are some product produced students at English club extracurricular, namely:

a. Video content speech

This video explains the speech delivered by Imelda's senior high school student, B. Morals are the guiding lights that safe our character and action as students understand the importance of strong moral values is a crucial in our personal growth and interactions with others. Barka said : "Let's embrace honesty, respect and empathy as the foundation of our conduct. Upholding these morals not only fosters a positive learning environment but also strengthens our relationship with peers and teachers.

The picture below is product produced by student at English club



<https://youtu.be/nSvR88eBkYw?si=o4ZuWMeH8KsI-JaP>

Picture 7. Speech entitle Moral

The other product produced by student related to video content speech as below picture created by S.



<https://youtu.be/mrj5FHbOGXQ?si=S3mD4lDeOpHjMf-d>

Picture 8. Speech entitle The importance of understanding English

The video explains the importance of understanding English. Why do we have to understand English? For example, when we go on holiday to another country we need to understand and be able to speak English so that we can communicate with other people in different countries so in the business world, many companies explain things to people or workers who can speak English. With the advancement of technology, it is now easier for all of us to communicate, therefore English is very important.

The picture below show the product produced by studet related to speech



peech By Dinda Syakirah Entitle Bullying X Social Class 2

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<https://youtu.be/HHFS4nQNQiA?si=tgsz2LzAg8KH5giV>

Picture 9. Speech entitle Bullying

This video explains the speech delivered by Imelda's senior high school student, D. Bullying has become such a rooted aspect of teenagers life. Right from the start of elementary school, children has been exposed to the uncontrolled factor of social life with their peers. Some could be good, some could be bad, but children in a bullying free environment usually tends to help others. Meanwhile children in a heavily pressured environment with a lot of bullying cases would tends to act more violently and reactive towards other people. However, we cannot ignore the fact that they are still children and that they need guidance. Perhaps, the reason why bullying is so rampant these days is because of the parents. Maybe the parents did not pay enough attention to their children. Maybe they let their children running wild without teaching them how to treat others, how to respect others.

The last video about speech created by student initial A. The following is the product produced by A.



**Pidato HUT RI Ke 78 Oleh Peserta Didik SMAS
IMELDA: ANNISA HUMAIRAH**

https://youtu.be/C83W_YC0LI4?si=zSadjk6FOBp6BKrm

Picture 10. Speech entitle HUT RI Ke 78

The video explains about Indonesia Independents Day. For decades our country has lived in freedom. This freedom was not easy to obtain. Sweet blood and tears have been sacrificed by our heroes to achieve a freedom. For decades we have built this country in hope. Although our nation has a freedom its a very long time. N said "I believe, we can push our dream to become a great country.

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b. Video content news reporter

The picture below show the product produced by student related to News reporter



<https://youtu.be/ZTuThse81Xo?si=Ps6GULRJ8v-N0ace>

Picture 11. Breaking News about Traffic Jam

The video tells the story of a news anchor and reporter who bring news about traffic jams. N, as a reporter, was at the scene where the traffic jam occurred. You can see the atmosphere of busy and crowded vehicles filling the streets. N as a reporter interviewed someone who was at the scene of the incident. He then asked what they thought about traffic jams. They answered "I think this traffic jam can't get even worse if the driver can handle it." Then N asked again, what impact does the traffic jam have? They answered "We will be late for school because of traffic hours" Then he asked again, what do you hope about this traffic jam? They answered "I hope drivers can regularly obey the traffic so there will be no more traffic jams" From this video it can be concluded that traffic jams can have several detrimental impacts on us, namely, we will be late when we go to school.

The second product produced by students D and friends related to breaking news



Breaking News Weather by English Club



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<https://youtu.be/nHAC2Odi2kY?si=SnW45ZRckIG5haRF>

Picture 12. Breaking News about Whether

The video explains about a reporter, the reporter with initial D, who interviews someone, namely N, in a story about news weather. The first question is "What if the rain continues to hit this city" Novi answered "If there is continuous rainy weather flooding is likely to occur" The next question is "What is weather giving on example?" N answered "Weather is the condition of the air at a certain time in a relatively slow area and within a short period of time" From this interview it can be concluded that flooding has a negative impact on us. One of them is that floods can cause cities to be inundated with water. Floods can also hinder the activities we do.

The picture below show the product produced by student K and friends related to News reporter.



Breaking News about Preparing for SNBP



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<https://youtu.be/YXVBppGIwzo?si=vDaxIuYkPGeFtW>

Picture 13. Breaking News about Preparing for SNBP

The video report by S, as a reporter who interviews high school students Imelda, F and M. The first question was "What preparations did you take for the SNBP?" M answered "My preparation is for the report card, so we have to have a good report card, a good report card graph from the first semester. Then F answered "And for me we have to often discuss with our teachers and friends" Then S asked again, "How did you both feel before joining SNBP?" Meliana answered "Before joining I felt nervous and also excited because SNBP is a way to enter university without any exams "National Selection Based on Achievement (SNBP) is a selection for university entrance which is carried out based on the results of tracing academic achievements through report cards and student academic and non-academic portfolios. SNBP is one of the paths that can be taken in the National Selection process for New Student Admissions (SNPMB) in Higher Education State (PTN) Academic, and others.

c. Video content asking opinion

The video explained about asking opinions by Imelda Senior High School students. The first question was launched by M. He asked "What do you think about this year's presidential election, what is your opinion about their vision and also their mission?". Then one of the female students answered "In my opinion, their vision and mission are good. I hope they can do it well when they chosen late. Then, M asked again "What are your hopes for our president and also our vice presidential candidate ? .Then the female student answered, "I hope they don't become an enemy after this presidential election.

The below picture show the product related to asking opinion



Asking Opinion By English Club



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<https://youtu.be/863eAbCY9hM?si=bTCOXqFs2Pg2vUOQ>

Picture 14 Asking Opinion

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d. Video content public places stories

The video shows us what Deli Park is like. This place is very popular in Medan, suitable for refreshing and spending time with loved ones. This building was also inaugurated in 2019. The atmosphere is exciting and Instagrammable. Arriving at the Medan delipark, we will immediately be presented with a modern and contemporary atmosphere. There are lots of Instagrammable photo spots that we can explore, from beautiful gardens, cool murals, to beautiful lighting decorations. There are lots of food and drink tenants that we can choose from, ranging from local food, western, Chinese food, Japanese food to contemporary food. We can also enjoy delicious street food in the food court area. Overall, Delipark Mall is one of the best malls in Medan. Here you can shop, eat, watch movies, and also hang out with friends.

The picture below is product produces student related to public places story



Public Places Story by Dinda Syakirah

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https://youtu.be/vd6iUJ2U5HY?si=6jXUOEW1jHe_jsG1

Picture 15. Public places story at Podomoro

The next video is product produces student related to public places story



PUBLIC PLACES STORY BY BAKATU IZZAH NAIRA



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https://youtu.be/krB2q6jxqNg?si=mmUMihZdEFSb1j_O

Picture 16. Public places story

The video show us about one of the famous shopping centers in Marelán, namely Suzuya Marelán Plaza. This mall is located on Jalan Marelán Raya number 207. This mall provides various facilities that you can enjoy. One of them is the Nelayan restaurant, which sells various kinds of delicious seafood. Then there is the fountain, with its delicious ice cream. On the 2nd floor there is also the XXI cinema which shows various kinds of films that you can watch. There is one famous shop, namely Matahari, which sells various kinds of clothes, shoes, trousers and much more. This mall is very popular with many people, especially teenagers.

B. Discussion

The previous part discussed about the results obtained from various qualitative research instruments. This section presents the discussion for each finding of the research. The researcher analyzed each finding in connection to the research questions, linking them to prior studies and applicable theories. The discussion centers on addressing the research question. The research questions are: 1. How is the learning process on

students speaking classroom at English club extracurricular? 2. What are the students' challenges of creating video content in speaking classroom at English club extracurricular? 3. What are students' products of creating video content in speaking classroom at English club extracurricular?

1. The learning process in speaking classroom at English club extracurricular

In speaking classroom process involves the roles of teacher and students. Teachers are able to create good learning atmosphere so that it has a positive impact on the student learning process and finally learning outcomes are maximized. Speaking with peers and teachers helps students express their feelings, learn language, and communicate with others (Scott and Ytreberg, 2010). Based on data obtained, it is found that the students always feel safe and pay attention because the teacher is always among the students even though they are learning independently. This is for produce a form of English learning that is more in touch with needs students' language in order to that speaker convey the information be effective when speaking.

At English club extracurricular, the teacher explained what material will be discussed, after discussing it, the teacher also asks about what was discussed earlier. Such as its meaning, example, and so on, here teacher always ask students to practice in front of the class. Every meeting teacher explained clear and show the video and after that the teacher divide students into some groups. Students create the video content where teacher give times to finish, because students should prepare the script then after mastering the scrip students take the video and editing until the video content be interesting content. In speaking classroom provides the material related to speech, news reporter, asking opinion and public places stories. In this study, the respondent revealed that learning speaking add their knowledge especially in speaking English and help them become more confident in communicate. This study supported by Isnawati (2014), incicated that the goal of teaching speaking is to help students grow skilled communicators in the target language. In order for the other person to understand what the students say, they must be able to express themselves, understand speaking-related concepts, and learn how to communicate appropriately.

These findings are consistent with previous studies by Jufri (2007), described the speaker must evoke and convey effectively and accurately when speaking and it indicates that English club extracurricular is effective to be used in learning speaking. Furthermore, English club extracurricular itself which has a preparation to face public speaking related to speech, asking opinion, breaking news and public places stories in learning speaking, this contrast with Desmiyanti (2022) described that English Club was prepared to face debate and speech, English club itself motivated students and got self confidence in speaking skills related to vocabulary and fluency.

2. Students's challenges of creating video content at English club extracurricular

Regarding with video content creation by students, the respondent exhibited differing views. In speaking classroom they think that making videos only requires memorization such as preparing script and recording. However, in speaking classroom, they felt more easy in speaking English. For creating video content. the participant stated that there are some process did students. First, use English that is easy to understand. Second, determine a specific topic to maintain focus. Third, give a concise description of each point where in every English will definitely be a text structure such as opening, body and closing. Forth, preparing script. The primary concern is create the video. Additional that video is a creative way to learn English (Stempleski and Tomalin, 1990).

In this study the participant expressed that joined English club made them more interest and active in speaking English. This is align with research conducted by Buyung Eka Prabowo (2020), asserted that the majority of students who participate in speaking clubs make significant improvements in their English speaking skills, including enhancements in pronunciation, vocabulary, and fluency in speaking English in general. The speaking activities also increase their confidence to exchange their ideas. The data obtained by interview students, they expressed in order they are not get bored in learning speaking they need a media and the media is a video. This study supported by Stempleski and Tomalin (1990), there are a few purposes for using videos, namely, to increase motivation where Students can experience real life through the use

of videos in the classroom. Second, using videos helps students become more proficient in communication, to enhance nonverbal communication, to improve non verbal aspects of communication and to improve cross-cultural comparison where the students learn about cultural differences in behavior through videos.

Furthermore these findings are consistent with previous studies conducted by Widuri Dwi Jayanti et al (2022), stated that English club helps students improve their speaking skills. The subjects of this study were the students who joined the Sixta Speaks Up as an English speaking club in the Vocational High School by a group of forty students. The qualitative descriptive research design was adopted in this study. The author employed questionnaires delivered to students through a Google form to gather information. The findings of this study, the majority of students who participate in speaking clubs make significant improvements in their English speaking skills, including enhancements in pronunciation, vocabulary, and fluency in speaking English in general. The speaking activities also increase their confidence to exchange their ideas.

3. Students' product of creating video content at English club extracurricular

Data obtained from interview indicated that participant produced some products in creating video content at English club extracurricular. However, in speaking classroom different with practice. In learning speaking, they not only requires time for learn, but also requires concentration and focus to produce the products. It supported by Harmer (2001: 117), states that in English Club need group work, in order the learning process can be effectively and significantly increase students skill.

In this study, video as a product in learning speaking. It align to Stempleski and Tomalin (1990), stated that videos can be used with students at all skill levels such as watching videos that are pertinent to the material can help students study. Additionally, students can practice creating an activity based on the video they have watched. Finding on interviews revealed that students happy in learning speaking when their video show in the class.