

The Use of Diction of Unika Soegijapranata Accounting Students in Speaking Video Assignments

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Abstract

Speaking ability is the most frequently used language skill. This study aims to describe the use of diction by students of the Accounting Department of Unika Soegijapranata in speaking video assignments. The problem studied in this study is the use of diction by students of the Soegijapranata University Accounting Department in speaking video assignments which are divided into the use of Indonesian spelling, the clarity and density of language presentation, as well as the attractiveness and suitability of the choice of diction with the topic of conversation. The method used in this research is a qualitative research method. The results of the study showed that the use of diction by class A students of the Soegijapranata Catholic University's Accounting Department in speaking video assignments was classified as good with details of seventeen students getting good scores and three students getting very good scores.

Keywords: Use of Diction, Video Speaking, Speaking Skills

Introduction

Language is a very important aspect of human intellectual, social and emotional development. Language skills consist of speaking, listening, reading and writing skills (Darmuki et al., 2018). Carter (in Ulfiana, 2011) defines speaking skills as the ability to assemble language that takes place orally and is done very quickly. Speaking skills are classified as language skills that are difficult to master, but are needed because speaking is a language skill that is most often practiced by everyone. The reality on the ground shows that a person communicates more orally than in any other way. Speaking activity is the most widely used way by everyone to express opinions and communicate.

At Soegijapranata Catholic University Semarang, speaking skills are one of the skills taught in Indonesian language courses. Speaking skills can be used as supporting skills in other subjects, for example in presentation activities, expressing opinions, negotiating, debating, and various other speaking activities. Based on initial observations made by the author at the Unika

Accounting Department, students do not yet have good speaking skills. Students still feel embarrassed when asked to demonstrate their speaking skills in front of the class for fear of making mistakes and being laughed at by their friends. In addition, students also feel that they still have limited vocabulary so they worry if they suddenly run out of ideas when presenting material in front of the class. As a result, students are often not optimal when they get the opportunity to speak in front of the class.

The ability to speak is a very complex ability because it does not only cover the rules for the correct word order, but also includes phonology or pronunciation skills. Apart from the factors mentioned above, there are also other factors such as motivation, intelligence, talent, or behavior of students which also affect their speaking ability. Often, if someone is asked to speak formally or in an official situation, it is common to feel nervous so that the ideas conveyed become blurred and disorganized. Unika Accounting Department students are expected to have good speaking skills because when working later, they must be able to present material well, work with a team in a compact manner, be able to persuade prospective clients, and be able to express their opinions well to interlocutors.

Making speaking videos is one way that can be used by lecturers to teach speaking skills to students. Through video recording, students will not feel embarrassed to present material because they can practice speaking by recording and viewing the video recordings made. Errors and dissatisfaction with the results of the speaking video can be corrected by recording the video repeatedly. The learning method by making speaking videos is classified as effective as has been proven by several researchers, for example by Purwadi, et al. (2021) and Hidayati (2021).

The results of the speaking videos that have been made by students can later be used as material for evaluating each student's speaking skills. Lecturers can find out the progress of students in speaking activities by watching speaking videos that have been made by students. The use of student diction in speaking video assignments is an important aspect that can be analyzed by lecturers to find out the development of students' speaking skills.

Methods

The research method used in this study is a qualitative method. According to Bogdan and Taylor (in Moleong, 2020), a qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The research subjects were class A students of the Soegijapranata Unika Accounting Department with a sample of 20 students from a total population of 40 students. The object of research is the use of diction by class A students of the Accounting Department of Unika Soegijapranata in speaking video assignments. The speaking video assignment given by the lecturer to students is to make a video recording of speaking presentation material with a maximum duration of 10 minutes. The data collection technique used is observation and the Cakap Free Involvement Listening (SBLC) technique. Proficiency-free listening technique is a data collection technique that makes the researcher an observer of the speaker's use of language without being directly involved in it

(Mahsun, 2014). The Cakap Free Involvement Listening Technique is used to obtain data in the form of words from student speaking videos to then be analyzed in more depth and described by considering linguistic and non-linguistic aspects. Furthermore, the data analysis technique in this study used a descriptive analysis technique, namely presenting the results of the analysis descriptively. According to Sugiyono (2018), descriptive analysis techniques are used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalize something.

Results and Discussion

The results of research on the use of diction by class A students of the Accounting Department of Unika Soegijapranata in speaking video assignments are described in table 1 below.

Table 1. The Use of Diction of Class A Students of the Accounting Department of Unika Soegijapranata in Talking Video Assignments

No.	Subject Code	The Use of Diction			Total	Category
		In accordance with Indonesian Spelling	Presentation of clear and concise language.	Selection of interesting and topical dictions		
1.	AWS	70	80	75	225	Good
2.	HHK	80	85	80	245	Good
3.	JK	75	80	75	230	Good
4.	LYU	75	85	80	240	Good
5.	LOI	80	80	85	245	Good
6.	YGM	65	75	75	215	Good
7.	WHJ	75	75	80	230	Good
8.	OPP	70	80	75	225	Good
9.	KLA	70	75	75	220	Good
10.	RWHA	70	80	75	225	Good
11.	JRF	75	85	80	240	Good
12.	FDS	85	85	85	255	Very Good
13.	ESS	65	70	75	210	Good
14.	HVC	70	75	75	220	Good
15.	NKKL	80	85	90	255	Very Good
16.	TTP	85	90	90	265	Very Good
17.	RTB	70	75	80	225	Good
18.	CSA	65	75	80	220	Good

19.	CSRI	70	75	80	225	Good
20.	KGL	70	80	85	235	Good

Source: Primary Data (2022)

Based on the data in table 1, class A students of the Accounting Department of Unika Soegijapranata have good speaking skills. This is evidenced by seventeen students who got good scores and three students who got very good scores for aspects of using diction in speaking video assignments. Students are able to use good and correct Indonesian spelling, and are able to present material in a concise and clear presentation, and are able to choose interesting and topical dictions so that their speaking performances are interesting to watch from beginning to end.

In the aspect of using Indonesian spelling, the students presented material using a variety of standard languages. They choose their diction carefully so that it conforms to the prevailing Indonesian spelling rules. For students who get a score of less than 70, there are some non-standard vocabulary and are not in accordance with the Indonesian spelling they use, while students who get a score above 80 have shown the use of language that is in accordance with good and correct Indonesian spelling.

Furthermore, in the aspect of clarity and density of language presentation, all students have scored above 70. The duration of the speaking video which is only 10 minutes makes students creatively motivated to present material as concisely and clearly as possible within the time specified by the lecturer. Even so, students also still experience speech problems, especially for students who score less than 80, namely the presentation of the language used is sometimes wordy and still unclear, while students who score above 80 have succeeded in presenting material in a language presentation. concise, clear, and easy to understand.

Next, in the aspect of choosing diction that is interesting and on topic, all students get a score above 75. Thanks to the video recording which is done repeatedly, each student will realize the shortcomings in delivering the material and be motivated to improve it. Therefore, the resulting speaking video shows the development of students' speaking skills, especially in terms of choosing interesting and topic-appropriate diction.

Based on the description above, the use of diction by class A students of the Accounting Department of Unika Soegijapranata in speaking video assignments is quite good. Students are able to use good and correct Indonesian spelling, and are able to present material in a concise and clear presentation, and are able to choose interesting and topical diction.

Closure

The use of diction by class A students of the Soegijapranata Unika Accounting Department in the speaking video assignment was quite good with details of seventeen students getting good scores and three students getting very good scores. Students are able to use good and correct

Indonesian spelling, and are able to present material in a concise and clear presentation, and are able to choose interesting and topical diction. Video speaking assignments are an effective way to measure and practice students' speaking skills because students not only record speaking videos, but also correct mistakes or deficiencies in the speaking videos they have made.

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