ABSTRAK

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Kata Kunci: Berbicara, Immersif Teknik, Vidio Klip

Penelitian ini bertujuan untuk mengetahui manfaat immersive technique dengan menggunakan vidio klip dalam pembelajaran speaking perfomance pada siswa kelas X di SMA Negeri 4 Tanjungpinang. Penelitian ini menggunakan desain experimen semu. Partisipan penelitian ini adalah siswa kelas X di SMA Negeri 4 Tanjungpinang. Diantara nya adalah kelas X.5 sebagai kelas eksperimen dan X.6 sebagai kelas kontrol. Untuk mengetahui manfaat dari immersive technique maka dilakukan pre-test dan post-test. Test tersebut berupa test berbicara. Data diuji menggunakan analisis statistik mean dan uji Z. Mean skor kelas eksperimen adalah 71,57 dan mean skor kelas kontrol adalah 68,17. Nilai rata-rata kelas eksperimen lebih tinggi daripada nilai kelas kontrol. Sedangkan hasil dari uji Z pada kedua kelas tersebut adalah 0,013 < 0,025 it means that students taught using immersive technique have a significant effect than students taught using lecture technique on student's speaking perfomance between the result of the pre-test and post-test scores.

ABSTRACT

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Keyword: Speaking, Immersive Technique, Video Clips

This study aims to determine the benefits of using the immersive technique with video clips in teaching speaking performance to 10th-grade students at SMA Negeri 4 Tanjungpinang. The study employs a quasi-experimental design. Participants in this research are 10th-grade students at SMA Negeri 4 Tanjungpinang, specifically class X.5 as the experimental group and X.6 as the control group. To assess the benefits of the immersive technique, both pre-tests and post-tests in speaking performance were conducted. The speaking test data were analyzed using mean statistical analysis and Z-test. The mean score for the experimental group was 71.57, while for the control group it was 68.17. The average score of the experimental group was higher than that of the control group. The Z-test results for both groups were $0.013 < 0.025$, indicating that students taught using the immersive technique showed a significantly greater improvement in speaking performance compared to those taught using the lecture technique between the pre-test and post-test scores.