

IMPROVING THE SPEAKING ABILITY OF XII IPA 1 STUDENTS OF SMAN 4 OKU WITH SHORT VIDEOS PRESENTATION

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ABSTRACT

This action research was aimed at finding out whether students' speaking ability could be improved by presenting short videos. This research was done at the third year students of SMAN 4 OKU. There were 41 students.

This research was carried out by asking the students to present short videos. Other students asked and answer the questions. Before, during and after the action was conducted, the teacher observed and took a note with the help from his collaborator. This action research was conducted in 2 cycles. In each cycle, I did four steps : a. Planning, b. Implementing Action, . Interpreting and , d. Analyzing and Reflecting. Each cycle was done in three weeks, forty five minutes every week.

The research finding showed the students' speaking ability could be improved by presenting short videos. Presentation with short videos could stimulate the students to participate actively in teaching learning activities.

Finally, the result of the observation indicated that most of the students were able to speak English with short videos presentation.

Key words : Presentation, short videos

A. Introduction

1. Background

In the decree of Indonesian education minister about the competence standard of SMA/MA students (2006: 45) issued by the National Education Department. It is stated that the speaking ability standard which must be mastered by the students of SMA/MA is to express meaning in the form of various passages such as recount, narrative, procedure, descriptive, news

item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review in daily life context.

However, my students always get difficulties in speaking because most of them are worried and do not know what to talk about. They have no idea, and they are afraid of making mistakes. Most of them do not feel comfortable when they have speaking test. It seems different from having written test.

Speaking ability of XII IPA 1 students is not satisfactory. From the data I got from the first semester, it showed fifteen students could not reach the standard passing grade of 72. Only twenty six students could obtain satisfactory score above 72.

Speaking practice according to Yang in http://eca.state.gov/forum/vols/vol_137/no4/p22.htm could be started by analyzing the students' background and try to minimize the students psychological burden in order that they would speak voluntarily. Besides, Eillei (1996) stated that the teacher has a role in making his students have a need to express their ideas orally.

Prator (1965) cited by Robinet (1980:205) stated that "true communication implies the absence of external control". Based on the explanation above, I am interested in doing Action Research entitled : **Improving The Speaking Ability of XII IPA 1 Students of SMAN 4 OKU with Short Videos Presentation.**

2. Problem

Based on the explanation above, the students had difficulties in speaking especially in expressing ideas. In this case, the students have not enough grammar, vocabulary and topic to talk about.

3. Problem Solving

In solving the problem, I did an Action Research. As a way of making my students speak is with short videos presentation. By following the presentation with short videos, the students may have something to say.

4. Theoretical Framework

Teaching English according to the technical guidance in writing syllabus (BSNP and Depdiknas, 2007) focuses on language skills, either orally or in written productively and receptively.

Brown and Yule (1983) explains that "In teaching speaking interactional and transactional activities like discussion and presentation could be done". Such activities may enable the students to communicate any information efficiently in the target language. To make the students speaking ability run well, the teacher should minimize pressure which causes the students feel uncomfortable. Cholewinski in http://eca.state.gov/forum_vols/vol137/no.4/p.25.htm stated that communication in the classroom will be more interesting when the students are actively involved in comprehending, producing or interacting in the target language focusing on meaning not grammar.

In correlation with education paradigm right now, the students can take part actively in teaching learning activities. They are not the subject of teaching anymore. Furthermore, they can participate actively both in planning and applying the teaching learning activities. They need media and activity which facilitate their roles. Indonesian Dictionary (2002:895) explains that presentation is showing film, drama, etc) to the people invited. In language teaching, Spratt and Dangerfield (1985:17) stated that presentation enables the students to prove the significance and relevance of new language material has just been studied. Besides, Gunawan (2003) explains that presentation could facilitate practice of the students' emotional memory. Short videos may motivate the students to speak English. In relation to the usage of video in teaching English Maggi (1988) cited by Cahyono (1997:128) explained that "Videos show social relationship among the characters in videos. Furthermore, videos as media of teaching could arise motivation of the students. Videos show "live" situation that attracts the students to be identified. The videos used in teaching learning process should be appropriate. For the presentation implemented in XII IPA 1 SMAN 4 OKU, I chose the videos which lasted less than two minutes. In this case the short videos arose the students' motivation to talk in fourty five minutes teaching learning activities.

In relation to the term Action Research, Siaka K. Kroma (1988: 43) says that Action Research may be defined as : "A kind of research in which researcher is at once inquirer and an active participant in the setting in which the research is conducted." Whereas Onel (1997 : 56-57) says that Action Research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching and learning.

According to Kemmis in Hopkins (1993) cited by Cahyono (1997), action research is :

... a form of self-reflective inquiry under taken by participants in a social (including educational) situation in order to improve the rationality and justice of (a). their own social or educational practices, (b). their understanding of these practices, and (c). The situation in which practices are carried out.

5. *Action Hypothesis*

The action hypothesis of this study was "The students speaking ability could be improved with short videos presentation (something to talk about)".

6. *The Objective of the Study*

The objective of this study is to find out whether the students' speaking ability could be improved with short videos presentation.

7. *The Significance of the Study*

By doing this Action Research, it was expected that results would be useful for (1) the writer, especially in understanding the students' characters in speaking English and solving the students' difficulties in expressing their ideas orally; (2) the students, in improving their self-confidence to speak English well little by little; (3) other teachers of English, in broadening their knowledge and improving their teaching strategies; (4) the English teaching development in our country, and (5) the researchers or research institutions in doing further related research.

B. Method

1. Research Design

This research was done at XII SMA N 4 OKU. The class to be investigated consisted of 41 students.

2. Planning

This study applied action research principles. The treatments of this action research were carried out in two cycles. Each cycle consisted of three treatments.

First Cycle

Type of Text	:	Discussion
Title	:	A Letter to Daddy, If a Baby Could Talk, A Smiling Baby
Learning Objectives	:	The students could express ideas.
Activities	:	1. The students showed three short videos. 2. The students could express ideas.
Source	:	www.youtube.com

Second Cycle

Type of Text	:	Discussion
Title	:	Children See Children Do, Shaking Baby, Don't Just Stand
Learning Objectives	:	The students could express ideas.
Activities	:	1. The students showed three short videos. 2. The students could express ideas.
Source	:	www.youtube.com

3. Action Implementation

The implementation of the action was carried out in two cycles. Each cycle consisted of three treatments. In the classroom treatment, I did the following activities:

- Step 1. I divided the students in groups of six.
- Step 2. The students downloaded videos from internet.
- Step 3. The students presented their videos.

Step 4. The students talked about the content of the videos.

Step 5. I discussed the process of the presentation.

After the first cycle, I made necessary revision from these activities. I would implement the second and third action.

The Action Research was done during the regular teaching and learning period.

4. *Observation and Interpretation*

In collecting the data, I used a diary and observation form to record the changes of the students' performance during and after the treatment. Based on the notes and observation, I made some necessary revisions of my action steps.

5. *Analysis and Reflection*

In analyzing the data, I consulted my diary and observation form I made before, during and after the treatment. This activity was aimed at finding the students' progress. Every change of the students' attitude and behaviour that occurred during and after the treatment was recorded and was analyzed. The data analysis also served as the basis for the next cycle of treatments.

6. *Results and Discussion*

Based on the test result of the first semester of 2009/2010 academic year, fifteen of my forty one students couldn't reach the standard passing grade of 72. Based on this finding, I did the Action Research.

During the first treatment of cycle one, the students followed a presentation with short video entitled "A Letter to Daddy". 29,92 % of the students actively involved in speaking and 14,63 % of them have good speaking ability. Before the first treatment finished, I suggested them that the second group prepare the copy of summary of the video content.

In the second treatment of cycle one, the students took part in a presentation with short video with a title "If A Baby Could Talk". 29,92 % of the students participated actively in speaking and 17,07 % of them showed good speaking ability. I discussed the presentation and decided to continue this activity in the third treatment.

In the third treatment of cycle one, the students joined a presentation with short video entitled "A Smiling Baby". The students looked so enthusiastic. 34,14 % of the students actively involved in speaking. While 24,43 % of them have good ability to speak.

After all treatments of cycle one, I continued doing the treatments of cycle two. In the first treatment of cycle two, the students participated in a presentation with short video with a title "Children See Children Do". The students were very enthusiastic. 39,90 % of them asked and answered questions. 43,90 % of them can speak English well.

In the second treatment of cycle two, a presentation with short video entitled "Shaking Baby" was carried out. Only 29,12 % of the students participated actively in asking and answering questions. However, the number of the students with good or improved speaking ability increased. There were 39,26 % of them showing well-improved speaking skill during the presentation.

In the third treatment of cycle three, the students took part in a presentation with short video with a title "Don't Just Stand There". The students watched the video enthusiastically. 51,12 % of them actively involved in speaking. While 49,26 % of the students showed good speaking skill. From the whole process of this treatment, I concluded that my students' speaking ability could be improved with short videos presentation.

C. Conclusions and Suggestions

Several conclusions have been drawn based on the descriptions and discussions in the previous sections of this paper. Besides, some suggestions are also presented in this section related to the increase of the students' speaking ability with short videos presentation.

1. Conclusions

Most students do not seem comfortable to speak English. Therefore, the students need practice in speaking. One of the techniques is with short videos presentation. From the research conducted I found that

- a. The hypothesis was proved to be true. The students' speaking ability could be improved with short videos presentation, if the students have good grammar and sufficient vocabulary.
- b. The students were really interested in the activities and the presentations with short videos were proved to be useful.

2. Suggestions

Considering the results attained in this research, there are two suggestions given:

1. The teachers should try to apply presentation with short videos in improving students' speaking ability to other classes.
2. The teachers should find out other techniques to use in helping the students learn English, especially in improving their speaking ability.

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