IMPROVING THE SPEAKING SKILLS OF 8 GRADE STUDENTS BY USING VIDEO RECORDING PROJECT

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Abstract

This research aimed to improve the speaking skills of 8 grade students of Proclamator School by using Video Recording Project in English teaching and learning process. This research was an action research which was conducted in two cycles. A total of 32 students of Class VIII G at Proclamator School participated in this study. The steps of the research were reconnaissance, planning, action and observation, and reflection. The data of this research was consisted of two types of data – qualitative and quantitative. The qualitative data consisted of field notes and observation checklist which were obtained from observation and interview transcripts obtained from interviews with the English teacher and the students. Meanwhile, the quantitative data in the forms of students' speaking scores which obtained from speaking tests (pre-test, progress-test and a post-test). To analyze the qualitative data, the researcher did data condensation, data displays, and conclusion drawing and verification. Meanwhile, the quantitative data were analyzed using descriptive analysis and repeated measure ANOVA. The research validity and reliability used in this research were time triangulation, investigator triangulation, and method triangulation which covers democratic, dialogic, catalytic, process, and outcome validity. The findings of the research showed that Video Recording Project can improve the students' speaking skill. Based on the qualitative data, the implementation of Video Recording Project had improved the students' attention, interaction, motivation, participation, and vocabulary mastery in the teaching and learning process. The findings were supported by the quantitative data which shows the improvement on the students' mean score which improved from 61.07 in the pre-test to 65.63 in the progress-test and became 75.36 in the post-test. Therefore, it can be concluded that Video Recording Project has successfully improved the students' speaking skill.

Kata kunci: speaking skill, video recording project

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara murid kelas 8 di Proclamator School dengan menggunakan Video Recording Project dalam proses pembelajaran bahasa Inggris. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam 2 siklus. Sejumlah 28 siswa dari kelas VIII G di Proclamator School berpartisipasi dalam penelitian ini. Langkah-langkah dalam penelitian ini adalah peninjauan, perencanaan, aksi dan observasi, dan terakhir refleksi. Data dari penelitian ini terdiri dari dua jenis data yaitu data kualitatif dan data kuantitatif. Data kualitatif terdiri dari catatan lapangan dan daftar periksa observasi yang diperoleh dari observasi, dan transkrip wawancara yang diperoleh dari wawancara dengan guru bahasa inggris dan siswa. Sementara itu, data quantitative berupa nilai berbicara siswa yang diperoleh dari dari tes berbicara (pre-test, progress-test, dan post-test). Untuk menganalisa data kualitatif, peneliti melaksanakan kondensasi data, menampilkan data, dan menyimpulkan data. Sementara itu, data kuantitatif dianalisa menggunakan analisis deskriptif dan dan pengukuran berulang ANOVA. Validitas dan reliabilitas penelitian yang digunakan dalam penelitian ini adalah triangulasi waktu, triangulasi pemeriksa, dan triangulasi metode, yang mencakup validitas demokrasi, validitas dialog, validitas katalis, validitas proses, dan validitas hasil. Hasil temuan dari penelitian ini menunjukkan bahwa Video Recording Project dapat meningkatkan kemampuan berbicara siswa. Berdasarkan data kualitatif, pengimplemetasian Video Recording Project telah meningkatkan perhatian, interaksi, motivasi, partisipasi, dan kosakata siswa dalam proses pengajaran dan pembelajaran. Hasil temuan didukung oleh data kuantitatif yang menunjukkan peningkatan pada rerata nilai siswa yang meningkat dari 61.07 di pre-test menjadi 65.63 di progress-test dan menjadi 75.36 di post-test. Oleh karena itu, dapat disimpulkan bahwa Video Recording Project telah berhasil meningkatkan kemampuan berbicara siswa.

Keywords: Kemampuan berbicara, video recording project

INTRODUCTION

In teaching and learning English, the emphasis of the activity is to develop the four basic skills of English, which are listening, reading, speaking, and writing. Among the four basic skills, speaking is one of the most difficult skills to be taught. Considering speaking as an important part of the learning process, the process of teaching speaking has to be delivered in an interesting way. There are many teaching techniques that can be used to teach speaking. One of the technique proposed by the researcher is by using video recording project.

There are some problems related to the students' speaking ability, most of them are having difficulties on pronouncing difficult words and having difficulties on making an accurate grammar. Usually the students will feel shy to say difficult words and will feel no more confidence after making a mistake on pronouncing the words. This kind of problem can be occurred because the time and opportunities allocated to learn speaking in the classroom are very limited and they need extra time to practice. Based on the problem, the researcher wants to improve the speaking ability of the students by using the video recording project. The students are expected to learn what and how to speak in an appropriate way. They also expected to learn how to plan, organize, write, communicate, collaborate, and analyze a certain situation before they record their own project.

Aliyah (2009) has done a study about implementing report video recording in teaching speaking. The result was the students can get a better speaking skill and they also had a better confidence and better motivation in learning English. Kurwardani and Wahyuni (2013) found out that the implementation of recording the activity in video mode in the teaching learning process made a lot more opportunities for the students to practice a speaking. The students could know their mistakes by watching the video repeatedly so they could reduce their mistakes and improve their speaking abilities. By doing this activity they could make an effective self-learning and enthusiastic activity.

RESEARCH METHOD

This study was an action research which conducted to find the best way of improving the speaking skill of the Grade 8 Students of Proclamator School. The research was performed by the researcher himself with the help of the English teacher as a collaborator. The subjects of the research were the Grade 8 students of Proclamator School at the first semester in academic year 2017/2018 represented by 28 students of class G. Based on the model of action research by Kemmis and Taggart (1988) in Burns (2010), the procedures were conducted in several steps, those were Reconnaissance, Planning, Action and Observation, and Reflection.

The data of this research was consisted of two types of data, those were qualitative data and quantitative data. The qualitative data consisted of field notes and observation checklist which were obtained from observation and interview transcripts obtained from interview with the English teacher and the students. Meanwhile, the quantitative data in the forms of students' speaking scores which obtained from speaking tests (pre-test, progress-test and a post-test). To

analyze the qualitative data, the researcher did data condensation, data displays, and conclusion drawing and verification. Meanwhile, the quantitative data were analyzed using descriptive analysis and repeated measure ANOVA.

RESEARCH FINDINGS AND DISCUSSION

In the pre-cycle (reconnaissance), the researcher conducted some interviews, an observation, and a pre-test. Regarding the interviews and the observation the researcher found some problems related to the teaching and learning activities. The urgent problems were mainly caused by the uninteresting activities given in the teaching and learning process and also caused by the inappropriate way of teaching conducted by the teacher during the class. Meanwhile, from the result of the pre-test, the researcher found that the mean score of the students' speaking skill was 61.07 which was lower than the minimal requirement of the competency which was 65. Based on the reflection of the cycle I, the results of the study had shown some improvements in the students' attention, interaction, motivation, and participation. Video Recording Project also improved the students' speaking score in the progress-test which increased into 65.63, and it was higher than the minimal requirement of the competency. However, there were still some problems found during the implementation of the action in the cycle I. The first was the students' confusion towards the activity that they should do, resulting in the need of more explanations to make them understood the activities. The second was the students' nervousness in their

performances resulting in the difficulty in assessing their performance as they spoke in low tune. The last was the chaos within the class as a result of the students' activeness in looking for the meaning of unknown words, but as most of them did not bring any dictionary, they always asked the researcher.

Regarding the problems found in the cycle I, the researcher decided to improve the actions to be implemented in the cycle II. Therefore, the researcher found some positive improvements in teaching and learning activity. First, the chaos within the class was successfully reduced by obligating the students to bring a dictionary to the class. Second, the students had more vocabulary mastery than ever before as they can look for the English of the words they wanted to say using the dictionary they brought. Third, the voice of the students' performance became louder and clearer so the video could be well analyzed and well assessed. Last, in the post-test conducted in the cycle II, the students' score was well improved as the mean of their score was 75.36 and it was higher than the mean score they got within previous tests.

CONCLUSIONS AND SUGGESTIONS

In the regards of the research findings in the previous chapter, it can be concluded that the implementation of Video Recording Project was able to improve the students' speaking skill. The Video Recording Project could be considered as an interesting, interactive, and motivation-enhancing activity for the students. Video Recording Project also could be regarded as a successful activity in improving the students'

speaking skill, as the result of the pre-test, the progress-test, and the posttest showed that there was a significant improvement within the means of the students' scores, increasing from 61.07 in the pre-test into 65.63 in the progress-test and finally became 75.36 in the post-test.

In connection with the conclusions, some suggestions are directed to English teacher and other researchers. For the English teacher, he is suggested to use Video Recording Project in teaching and learning process as it can provide an interesting activity, interactive activity, motivating activity, vocabulary-enhancing activity and provide a chance for the teacher to play some roles. For the other researchers, the researcher suggests them to conduct a research which is focused on the other topics, such as narrative, recount or descriptive text. The researcher also advises them to use better equipment, so the results of the video would be much better and the video of the students' performances could be well perceived and the students' pronunciation could be well analyzed.

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