

**THE USE OF VIDEO RECORDING PROJECT TO IMPROVE
XI IIS 3 STUDENTS' SPEAKING SKILL AT SMA N 1 WONOSARI
IN THE ACADEMIC YEAR OF 2015/2016**

E- JOURNAL

Presented as Partial Fulfillment of the Requirement for the Attainment of

a *Sarjana Pendidikan* Degree in English Education



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2016

APPROVAL SHEET

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Approved by the supervisor on October ,2016

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The Use of Video Recording Project to Improve XI IIS 3 Students' Speaking Skill at SMA N 1 Wonosari in the Academic Year of 2015/2016

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Abstract: The aim of this research is to improve students' speaking skill using video recording project for the XI IIS 3 students of SMA N 1 Wonosari in the academic year of 2015/2016. This particular research was categorized as classroom action research which was implemented in two cycles. The data were in the form of quantitative and qualitative data. The quantitative data were obtained through the pre-test and the post-test. Meanwhile, the qualitative data were collected by observing the teaching and learning process and interviewing the students of class XI IIS 3 and the English teacher. There were five validity criteria in this research: democratic, outcome, catalytic, process, and dialogic validity. The procedure of the research consisted of reconnaissance, planning, actions and observations, and reflection. The result of this study shows that the video recording project and the supporting actions such as pronunciation drills, vocabulary practices, asking the students to bring the dictionary, outside classroom activity, peer assessment, and giving a reward improved the XI IIS 3 students' speaking skill. The findings are strengthened by the increasing of average score in pre-test and post-test. The students' motivation and confidence to speak English improved. Moreover, the video project improved the students' speaking skill in the aspect of vocabulary, grammar, fluency, and pronunciation.

Keywords: Video Recording Project, Speaking Skill

Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa kelas XI IIS 3 di SMA N 1 Wonosari pada tahun ajaran 2015/2016 dengan menggunakan proyek perekaman video. Penelitian ini dikategorikan sebagai Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Data yang digunakan dalam penelitian ini adalah kuantitatif dan kualitatif. Data kuantitatif diperoleh dari pre-test dan post-test sedangkan data kualitatif diperoleh dari pengamatan kegiatan belajar mengajar dan wawancara beberapa siswa kelas XI IIS 3 dan guru Bahasa Inggris. Keabsahan dari penelitian diperoleh dari: *democratic validity*, *outcome validity*, *catalytic validity*, *process validity*, dan *dialogic validity*. Prosedur pelaksanaan Tindakan Kelas (PTK) ini meliputi peninjauan, perencanaan, tindakan dan pengamatan, dan refleksi. Hasil dari penelitian ini menunjukkan bahwa proyek perekaman video dan beberapa kegiatan pendukung seperti latihan pengucapan, latihan kosa kata, meminta siswa membawa sebuah kamus, aktifitas di luar kelas, penilaian sejawat, dan pemberian hadiah mampu meningkatkan kemampuan berbicara siswa XI IIS 3. Ini dibuktikan dengan peningkatan nilai rata-rata siswa dalam pre-test dan post-test. Siswa dapat meningkatkan motivasi dan kepercayaan diri

untuk berbicara. Selain itu, proyek perekaman video juga dapat meningkatkan aspek berbicara mereka melalui segi kosa kata, tata Bahasa, kelancaran, dan pengucapan.

Kata kunci: Proyek Perekaman Video, Kemampuan Berbicara

Introduction

Among the four skills of learning English, speaking is the most important skill to communicate effectively with others. It is complicated at first and involves more than just pronouncing words. As stated by Nunan (2003), speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the interlocutor is waiting for the speaker to speak right then. Second, when we speak, we cannot edit or revise what we wish to say, as we can if we are writing.

As a vital role in EFL learning, learners should have a good speaking skill. However, in fact, there are so many students that have low ability on this skill. Most of them have difficulties to find the most appropriate word and expression to verbalize their ideas. Hetrakul (1995) says that students use English more frequently only inside the class and less frequently outside the class. This matter caused the students' speaking improvement stunted.

The environment that does not support the students speaking English frequently becomes another problem in improving their speaking skill. The environment here means the situation inside and outside the classroom. The students have limited time to learn English in the classroom. While they are outside the classroom, they feel shy about other people thinking. Those people may think that the students just want to show off when they speak English. That negative response makes them lose their self-confidence to improve their speaking. It also makes the students unable to communicate in English fluently.

Considering the importance of speaking as a part of a learning process, a competent teacher should overcome the students' speaking ability problems. He has to use interesting teaching media related to these speaking skill problems. One of the interesting teaching media proposed by the researcher was video recording project. Through this media, the students will be motivated in producing the target language. They will experience speaking English more in a fun and enjoyable way so that they will be able to have a high confidence to participate in interactive activities that develop oral communication skills. By carrying out the video recording project, it is also expected that the media solves the problems related to the teaching and learning problems occurring in the context.

Research Method

The research was categorized as Classroom Action Research (CAR). It was conducted at SMA N 1 Wonosari in the academic year of 2015/2016. The subjects of the research were 30 students of class XI IIS 3. The research

procedure followed the model of action research proposed by McTaggart in Burns (2010: 9). The steps were planning, action, observation, and reflection. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observations, interviews, and documentation. The quantitative data were obtained from the tests (a pre-test and a post-test). The scores of the tests were analyzed by using t-test in SPSS. The validity of the data was obtained by applying democratic validity, outcome validity, catalytic validity, process validity, and dialogic validity.

Research Findings

There are some actions which was implemented in the teaching-learning process. They were implementing video recording project, practicing vocabulary, pronunciation drills, using classroom English, giving handouts, asking the students to bring the dictionary, giving feedback, displaying videos and pictures, outside classroom activity, peer assessment, and giving a reward.

This action research study was conducted in two cycles. The research findings and the discussion show that the students' speaking skill of class XI IIS 3 at SMA N 1 Wonosari improved through the use of video recording project. The teaching technique facilitated the students to have high motivation and confidence in speaking English. It also stimulated them to actively participate in the learning process which improved their vocabulary, grammar, pronunciation, and fluency.

To strengthen the qualitative data, the result of the pre-test and a post-test were used. Table 11 shows that the mean (average) score of post-test is higher than that of pre-test. In the pre-test, the mean (average) score was 9.6724 while in the post-test, the mean (average) score was 13.6724. The improvement is presented in the following table.

Table: **The Result of Pre- and Post-test in Cycle I and Cycle 2**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	post_test	13,6724	29	1,05455	,19582
1	pre_test	9,6724	29	1,06298	,19739

Conclusion

The research finding and discussion show that the students' speaking skills improved through the use of video recording project. There were some changes after the implementation of the video recording project. The changes were shown in the English teaching and learning processes, the students' behavior toward the English teaching and learning processes and their speaking skills, and the English teacher's ways of thinking.

The finding of the study shows that the use of video recording project had been proved to improve the students' speaking ability. It also made the English teaching and learning processes run better.

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