

**IMPROVING STUDENTS' SPEAKING PARTICIPATION THROUGH VIDEO
RECORDING METHOD FOR THE SEVENTH GRADERS OF SMP N 8
YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016**

Cipto Prisnanto
Ari Purnawan

Abstract: This study was aimed at improving the speaking participation of the students at grade VII, class F of SMPN 8 Yogyakarta in the academic year 2015 / 2016 using Video Recording Method. This study was an action research consisted of three cycles. The research was carried out at the first semester from August to October 2015. It involved the researcher, the collaborator, and the students. The participants of this research were 32 students of class VII-F of SMPN 8 Yogyakarta in the academic year 2015 / 2016. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing teaching and learning process during the implementation of the actions and interviewing the teacher and students. It was in the form of field notes and interview transcripts. The quantitative data were taken by assessing the students speaking ability through the assignment for each cycle. The finding of the first cycle indicated that the students' speaking ability improved along with a lot of speaking practices during the video recording assignment. The result of the second cycle shows that the implementation of the self-introduction video recording improves the students' speaking ability, especially their fluency, self-confidence and motivation by providing them a lot of speaking activities. It was also found in the third cycle where the students feel more comfortable to speak than the previous cycle. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that: (1) the students were more active in the speaking activities than the previous condition; (2) the students were more enthusiastic in doing speaking activities; and (3) the students' self-confidence and motivation to speak English improved. Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 21.8 in the first cycle became 75.2 in the second cycle. Finally, the speaking score of the Cycle 3 was also improved to 77.9 in the third cycle.

Key words: speaking, action research, and Video Recording Method

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Introduction

In Indonesia, English is used as foreign language. Moreover, English is taught since Elementary School, Junior High School, and Senior High School and up to higher level in the University level. One of the language skills that must be mastered by the students is speaking since it is the simplest example of communication that happened in our life. In order to provide the students opportunity to practice speaking, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication.

Considering that having good speaking skill is important, the teaching of speaking is very important needed. The speaking activities in the classroom should be meaningful for the students. It means that the speaking activities should not merely read the texts, but there should be a variation of learning activities. The classroom speaking activities can influence the students' motivation to speak. When they find it interesting and they can get benefits from it, their motivation will increase.

In fact, what has happened to our English teachers is that they lack interesting techniques, methods and creativities in teaching. Most of the teachers still focus on the text book to design the material. In addition, it is difficult to be implemented in the real life situation. Therefore the students cannot have enough opportunity to practice their English especially to speak in English outside the classroom. By conducting classroom observation on April 7th, 2015 and interview with the teacher, the researcher found some problems in teaching and learning process of Grade VII students of SMP N 8 Yogyakarta in class VII 5. The researcher concluded that the major problem, which was focused on the speaking class, was the low of students' involvements.

From reference of those conditions, the researcher supposed that one of the ways to be considered is using video camera recording to improve students' speaking participations. The researcher would implement using video recording method as a kind of techniques in teaching speaking in order to improve the students speaking participations, as an effort to make the students able to use English to communicate. This way could make the students interested and motivated in learning speaking English for the speaking activity.

This research can be classified as action research since it was conducted to improve the teaching of speaking in the classroom. Action research is a kind of research in which the teacher can involve in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures (Harmer: 2002).

The main strategy that was implemented in this research was Video Recording Method. The specific characteristic of this learning strategy is that it emphasizes the use of video recording activity. There were some studies which focused on improving students' speaking skill in the teaching and learning process. Armi Setyasih(2013) conducted a study entitled improving the Speaking Skills of Grade VIII Students of SMP N 1 Semanu in the Academic Year of 2012/2013 through Guessing Games. Games are considered as interesting way to attract students' attention in the teaching and learning process. Robiatul Adawiyah(2013) used scripted role play to improve Students' Speaking Ability

through Scripted Role Play at SMPN 3 Ngaglik Grade VIII in the Academic Year of 2012 / 2013. Based on this study, role play is effective to be used to deliver the material.

Research Method

This research aimed at improving the students' speaking participation of teaching and learning process. The research was conducted based on the preliminary observations of the teaching and learning process, and the interviews done with the English teacher and some students. Therefore, it is categorized as Classroom Action Research (CAR). It was conducted from August – October 2015. In conducting the research, the researcher followed the schedule of the English lesson of Class VII-F of SMPN 8 Yogyakarta for the research was conducted in this class. The English lesson was conducted two meetings per week (every Monday and Friday). It took 2 x 40 minutes in each meeting. The teacher provided the students with some speaking practice to help them get their speaking opportunities. The materials were acquired from some books and student worksheets.

The procedures of the research consisted of formulating the problems that happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns (1999).

The research data were collected in the forms of qualitative data and supported by quantitative data. The qualitative data were acquired through observations and interviews with the English teacher and the students. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the learning process using the Video Recording Method and to identify the changes or impacts after conducting the actions. Meanwhile, the quantitative data were obtained from the students' scores in the speaking assignments. It aimed to know about the students' result after the actions had been conducted.

To analyze the qualitative data, some stages of data analysis by Burns (1999: 157-160) were applied. They were assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes. Meanwhile, to analyze the quantitative data, the researcher calculated the mean scores of the speaking assignments for each cycle. The mean scores of each test were compared to find out the gain scores obtained by participants. The gain scores indicated that the participants' speaking skills was improved.

Finding and Discussions

The implementation of Video Recording Method was combined with other actions i.e. using various media (videos and pictures), using games, and role play. This aimed at improving the students' speaking participation. From the speaking exercises, the students could practice their speaking ability and they could improve their vocabulary as well.

The actions were conducted in three cycles consisted of three meetings for each cycle. Based on the reflection of Cycle 1, the problems related to the teaching of speaking could be overcome. The learning activities were more enjoyable. The students were interested in doing the speaking activity in the class. The students were asked to develop a dialogue based on the certain situation. The researcher took the material from the English book entitled *When English Rings a Bell*. The students enjoyed practicing the dialogue and speaking exercises to develop their speaking skills.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students' participation and vocabulary as well. Video Recording Method was also implemented in Cycle 2. The exercises were adjusted to the learning activities. The situation that would be recorded was also adjusted. While in the Cycle 1 the students created a dialogue, in the Cycle 2 they performed a short monologue for self-introduction. The activity was done outside the class in the last 20 minutes of the English lesson. The students enjoyed the outdoor learning activities.

Cycle 3 was conducted to solve the problems which appeared in Cycle 2 and to improve the students' participation, vocabulary and grammar as well. Video Recording Method was still implemented in Cycle 3. The exercises were taken from English Book when *English Rings a Bell*. They performed a short monologue for days in life presentation. The activity was done outside the class in the last 20 minutes of the English lesson. The students enjoyed the outdoor learning activities. After that, the students should submit their video to the English teacher.

Table 1: The Result of the Research

No.	Problem	Cycle I	Cycle II	Cycle III
1	The teacher did not use interesting media in the English teaching and learning process.	Trying to use video watching and recording for the English teaching and learning process.	Trying to use some games, video watching, and video recording activities for the English teaching and learning process.	Using some media such as picture, video, song, games activities and video recording activities for the English teaching and learning process.
2	Some students were passive during the teaching and	Asking the students personally or voluntarily speak	Asking the students to practice in pair or discussion and	Asking the students to have practice in pair or discussion and

	learning process	and to be recorded by the researcher.	record the task given using English to communicate.	record the task given using English to communicate
3	Classroom English was rarely used in the lesson.	Trying to use classroom English combined with Bahasa to make the students familiar with English.	Motivate the students to communicate with English during video recording.	Motivate the students to communicate with English during video recording.
4	Students felt afraid and too shy to speak English. Most of the time, they were afraid to make mistakes when they speak English.	Moving around the class to help the students, giving them motivation and opportunity to speak by recording their role play.	Moving around the class to help the students, giving them motivation and opportunity to speak by doing self-introduction video recording.	Moving around the class to help the students, giving them motivation and opportunity to speak by doing daily routines video recording.
5	The teaching materials were not interesting.	Designing the materials that close to the students' daily life to interest the students and assignment for video recording.	Designing the materials that close to the students' daily life to interest the students and designing outdoor activity for video recording.	Designing the materials that close to the students' daily life to interest the students and designing outdoor activity for video recording.
6	Students were easily got bored during the teaching and learning process.	Designing the activities for teaching and learning with some games and video recording activities.	Designing the activities for teaching and learning with some jokes or games designing outdoor activity for video recording..	Designing the activities for teaching and learning with some jokes or games designing outdoor activity for video recording.
7	The students had not enough time to practice speaking during the teaching and learning process.	Giving the students some time to practice their English with various activities such as presentation, role play and video recording.	Giving the students some time to practice their English with various activities such as presentation, and video recording.	Giving the students some time to practice their English with various activities such as presentation, role play and video recording.

To support the results of the observation and interviews, some test was done to gain the students' scores of speaking comprehension. The tests were done at the end of each cycle by giving Video Recording assignment. The assignment had been designed involving some topic areas of speaking comprehension such as task completion, comprehensibility, fluency, pronunciation, vocabulary and language control.

The mean score of the each test was compared with the mean score of the test on the next cycle. This aimed to find out if there was an improvement after implementing the actions. This quantitative data were used to support the qualitative data of the research. The students' mean scores of each test are presented in the following table.

Table 3: The Mean Scores of the Students' Speaking Performance

Data	Speaking Score		
	Cycle 1	Cycle 2	Cycle 3
Number of the Students	32	32	32
Mean	72.8	77.9	79.4

There was an improvement of the mean score of test for Cycle 1 to Cycle 3. the mean of the students' speaking score in Cycle 1 was 72.8. Meanwhile, in Cycle 2 it improved became 77.9. Finally, the speaking score of the Cycle 3 was also improved become 79.4. Thus, almost the students had passed the minimum passing criteria (KKM). From those results, it could be concluded that the students' speaking ability had improved since the means of the students' speaking ability score both by the researcher and the teacher had improved, from 72.8 to 79.4. As the final reflection, the researcher and the English teacher discussed the result of the research. Both of them agreed that the actions which had been implemented were successful to improve the teaching of reading. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement related to teaching of reading, they decided to stop the cycle.

Conclusions

This research was aimed at improving the teaching of speaking by using Video Recording Method to the seventh grade students in SMPN 8 Yogyakarta. In this research, Video Recording Method was implemented in three cycles. Besides the main activities i.e. presentation activities, the researcher also implemented some additional actions such as singing, applying games, and giving various speaking exercises.

In relation to the discussion in the previous chapter, it can be concluded that the implementation of Video Recording Method and the supporting actions could improve the students speaking participation. To support the result of the research, there were two kinds of data used in this research i.e. qualitative data and quantitative data.

Based on the result of the action, the students could build their confidence to speak and Video Recording Method could facilitate the students to practice speaking. The students also got more comfortable to speak without the feeling of being watched by the teacher. In addition, the lesson activities were not monotonous, so that the students could enjoy the lesson.

The result of the study indicated that the process of teaching and learning, especially speaking, by applying Video Recording Method could improve their speaking participation. This way the students could have opportunity to speak as well as they could. There were also some improvement including the classroom interaction, students' participation, cooperation, and motivation in the teaching and learning process.

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