IMPROVING STUDENTS' SPEAKING ABILITY TO THE TENTH GRADE THROUGH ENGLISH VIDEO CONVERSATION

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Abstract: The purpose of conducting this research is to improve students' speaking ability through English video conversation to the tenth grade of class F students in SMAN 9 Pontianak. The design of this research is a classroom action research to solve the problems that happened in the classroom where the students difficult to express ideas and lack of vocabularies which make them difficult to speak English. The number of participants in this research was 32 students. This research was done in three cycles. The result of this research has shown that the students' progress in improving speaking ability in each cycle. First cycle was 56.64 (less than 70, not achieved) which was categorized into poor to average. Second cycle was 67.38 (not achieved) which was categorized into average to good. Third cycle was 75.39 (achieved) which was categorized into good which was higher than the KKM score. It means that using English video conversation improves speaking ability of the tenth grade students of class F is successful.

Keywords: Improving Speaking, Using English Video

Abstrak: Tujuan melakukan penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa melalui percakapan video inggris untuk kelas sepuluh F di SMAN 9 Pontianak. Desain penelitian ini adalah penelitian tindakan kelas untuk memecahkan masalah yang terjadi di dalam kelas di mana siswa sulit untuk mengekspresikan ide-ide dan kurangnya kosa kata yang membuat mereka sulit untuk berbicara bahasa Inggris. Sampel dalam penelitian ini adalah 32 siswa. Penelitian ini dilakukan dalam tiga siklus. Dalam hasil penelitian ini menunjukkan bahwa kemajuan siswa dalam meningkatkan kemampuan berbicara ada pada setiap siklus. Siklus pertama adalah 56,64 (kurang dari 70, tidak tercapai) yang dikategorikan ke dalam rata-rata kurang baik. Siklus kedua adalah 67,38 (tidak tercapai) yang dikategorikan ke dalam cukup baik. Siklus ketiga adalah 75,39 (tercapai) yang dikategorikan ke dalam baik dimana lebih tinggi dari skor KKM. Ini berarti bahwa menggunakan video percakapan bahasa inggris dalam meningkatkan kemampuan berbicara untuk siswa kelas sepuluh F berhasil.

Kata Kunci: Meningkatkan Berbicara, Menggunakan Video Inggris

Communication is an essential need for human being. Communications in English is badly needed because English is an internasional language. The ability to speak English is a necessary condition today. In order to participate in the activity

of social interaction and communication, people make use of language. Language is means of communication used to communicate ideas, thoughts, and feelings.

The mastery of speaking ability in English is a priority for many second-language or foreign-language students. It is because they usually evaluate their language learning success based on how much they have improved in spoken language (Richards,2006). Speaking enables students to communicate with others. Through speaking, they can convey their ideas, feelings, thoughts to others.

In this research, improving students' speaking ability through English video conversation is introduced. Video as an audio visual aid is beneficial for the teacher and students in English Language Teaching. As a media, video can help teachers deliver the material in context, particularly in speaking, the language is delivered more lively since students can hear the language and watch the situation of the language use at the same time. Video conversation is something switched on and left to present language without teachers' intervention. According to Heimei (1997) cited in Rajagukguk, "students love video because video presentation is interesting, challenging, and stimulating to watch." It also brings how people behave in culture whose language they are learning into the classroom." It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom.

There are many things can be discussed from it in various ways. Video can be aid in the teaching learning process. Cooper (1991:11) stated that "video is a super charged medium of communication and a powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. Channing Wilson (2000) states that images contextualized in video can help learners to see the direct meaning in term of vocabularies recognition in their mother tongue. Besides, video can create link between students in the classroom and society, can be related to students' personal experiences, contains a lot vocabularies communicative language and cultural context, entertains students and is simple to use.

According to the English teacher of SMAN 9 Pontianak, Mr. Edi Budiardi, S.Pd , the students find it difficult in expressing ideas, because they do not have concepts about what to say; and lack of vocabularies which make them difficult to speak English. So, the researcher choose Improving Students' Speaking Ability Through English Video Conversation. Therefore, through this research, the researcher hopes that it can help the students to solve the problems and may develop students' achievement in speaking.

Chaney (in Kayi, 2006) states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.   It is also necessary for teachers to be able to create an activity which can stimulate students to become effective communicators in the target language. According to Richards (2008), there are three distinctions of speech activity that requires different teaching approaches, they are Talk as interaction, Talk as transaction and Talk as performance.

In order to help students to be good communicators, a good speaking activity should be designed properly. Kenneth Anderson cited in Arsyad Azhar (2004) stated that there are some principles should be considered by teachers in improving

students' speaking ability; they are by activating and extending students' linguistic competence, increasing students' confidence in using spoken English, improving students' ability to analyze and evaluate spoken performance and sharpening students' strategic competence in face-to-face interaction.

Speaking is complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. Either four or five components are generally recognized in analyses of the speech process:

a. Pronunciation is way in which a language is spoken.

b. Grammar is rule for forming words and making sentences.

c. Vocabulary is total number of words that make up a language.

d. Fluency is quality or condition of person to speak a language easily and well.

Besides that, the technique in teaching speaking are; discussion, role play and simulation. Because this research used role play technique so the writer more explain about role play. One other way to improve students' speaking ability is to role-playing. Students pretend that they are in different social contexts and have a variety of social roles. In the role-play, teachers provide information to students or learners like who they are and what they think or feel. Thus, the teacher can tell students that "you will be a second speaker, you got scholarship and told him or her what will you say".

In teaching process, a teacher delivers the knowledge and skill to the students, and as the feedback, the students perform their responses as the achievement. In this case, it is very important for the teacher to use the media in order to help the students to achieve the learning goal. According to Nugent (2005) cited in Arsyad (2014), many teachers using video to introduce a topic and presenting the content.

In the English video conversation, to make the students can express and respond of surprise, in the video the students not only watched but also the video made the students feel they are native speaker on the English video conversation. So, they must speak up or giving and respond a surprise. After the English video conversation end, the researcher asked to the students which the students must respond the questions. It means that, to increase the students in expressing and respond of surprise. Beside that, the students try to identify the expressions of surprise on the English video conversation. Then, to helps students get new vocabularies from video, the researcher play the video and stop the video step by step from native speakers' conversation, and then continue- stop again until the end. When the researcher stop the video, the students started to write unfamiliar words. The purpose are to solve the students' problems. First, they try or learn to express and respond of surprise and they also improve their speaking ability from the English video conversation when they are act as a second speaker and second, when they got new vocabularies from English video conversation, it will be easier for them when they want to speak English especially talking about expressing and respond of surprise. So, it is the reasons the researcher choose English video conversation as media than another video to improve students' speaking ability.

METHOD

The method of this research is classroom action research where researcher pays more attention to the teaching learning process. In action research, a researcher searches what the real problems are, analyses the causes and decides what action

should be taken to solve such kind of problem.In conducting classroom action research, the researcher used collaborative action research. The teacher and the researcher work together to study the problems. The English teacher have role as the collaborator who assisted the researcher in the classroom while teaching learning process running.

In accordance to Arikunto (2006:16), there are four steps to do classroom action research. There are planning, action, observation and reflection. The fourth of relationship components looked as one cycle that described in the following picture: Each cycle involves 4 stages as follows: planning, action, observation, reflection. An action research is usually conducted in a certain cycle. The procedures of this research consists of four steps, they are as follows:

a. Planning

The researcher plans a teaching learning activity to overcome the problem that was found in the previous teaching learning process. The plans include the preparation before the teaching learning activity such as the lesson plan and instruments to collect the data (observation checklist table, field note, teaching media including English video conversation, and some other supporting materials). It is done in the early stage of the research.

b. Action

In this stage, a researcher presents the teaching learning material in the classroom where the problem was found. A researcher's role in this process is as the teacher as well as the observer, or in other word the researcher uses a class observation technique. It means that the researcher gets involved in the subject environment because he/she is the person who found the problem in his/her previous teaching learning process and knows exactly the situation in the classroom. In this case, the researcher uses English video conversation as the teaching media in improving students' speaking ability.

c. Observation

In observation step, the teacher observes students' activity in the process of discussion when they expressing and respond of surprise. While the students interact with each other in English, the researcher judges the students' score with observation checklist table and field note.The process of students' activity will be recorded by the teacher in the checklist table. The result of the observation will be considered to prepare a better teaching learning process in the next meeting. A test is also given to see the students' performance in speaking.

d. Reflection

Based on the students' performances in speaking which can be evaluate by the observation checklist table, then a researcher should be able to define the weaknesses or problem of teaching learning process. Then, the next action will be planned to overcome the weaknesses and problems. It is hoped that the problem will not occur in the next treatment.

The tools of data collecting in this research are as follows: observation checklist table, field note, student's oral test and scoring table. The researcher analyses the data which is taken from the test and observation in teaching learning activity. Therefore, to answer the problem of this research the researcher uses this technique of data analysis:

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$$M= \frac{\sum x}{N}$$

Notes: M = the average of students' speaking ability

$\sum x$ = the sum of students' responses (by measuring students' performances and oral test)

N = the number of students being observed.

RESEARCH FINDINGS AND DISCUSSION

Research Finding

The first cycle was conducted on April 29, 2015 / 08.30-10.00 AM. From the problems found of learning English, the students were difficult to express ideas and lack of vocabularies which make them difficult to speak English. To solve this problems, the researcher arranged the schedule to conduct a classroom action research by providing a conversation on the English video conversation as guidance the students to improve speaking ability. In teaching learning process, the students can identify the expression but difficult to understand the way to express and respond of surprise. The result was still unsatisfied.

The second cycle was conducted on May 09, 2015 / 07.30-09.10 AM. As a result in cycle 2, it was found that the students' responses on what the teacher's instructions better than previous meeting so that the students more take a part in the teaching and learning process. It means that the students' have good responses by the actions that related to the teacher's instructions but not all of the students. The cycle 2 can be said successful than cycle one but still lower KKM is 70.

The third cycle was conducted on May 13, 2015 / 08.30-10.00 AM. The teaching learning process in this action was increasing. The students who were quiet in meetings before, they looked confident to use the words or the expressions in practiced the conversation or in their interaction. They were very serious and enthusiastic to express and respond of surprise. The third cycle can be said successful because it was proved by their result of cycle test.

Discussion

After having the results of this research, the researcher will discuss some findings concerning the process of CAR. The findings of this research can be seen in the process of cycle 1, cycle 2 and cycle 3.

From the result of cycle 1, it was mentioned that in this cycle the students' achievement of improving speaking ability was not achieved. It was also described in the findings of cycle 1 that the students were difficult to express and respond of surprise. In this meeting, the researcher tried to show English video conversation

and students looked interest in the teaching material. When the researcher explain the material, the students pay attentions by listening the researcher explanation. Besides that, they listened to the English video conversation carefully. But, some students looked enthusiastic and others just keep silent. Then, the researcher explained and guided the students to write new vocabularies that they did not know on the video. Most of students still difficult to more active in speaking. When the researcher asked them to give respond or giving expression of surprise, most students looked confused to do. There was no time anymore to ask the students' difficulties during teaching learning process and to conclude the material. Finally, all the students with pair make a conversation about the expressions and respond of surprise in front of the class. Many students failed to do this practice and as a result their cycle test was not achieved from the KKM (Kriteria Ketuntasan Minimum). From this result, the students were difficult to connect the expressions with a conversation in speaking practice of cycle 1. Therefore, in the reflection part, the researcher gave more detail explanation about expressions and respond of surprise.

In cycle 2, the researcher focused on procedure using English video conversation in speaking practice. As a result of the observation, it was found that the students must better improvement from the previous cycle. This improvement happened because the researcher did the following procedures; first, showing the English video conversation and in the last video, the teacher asked to students such as do you understand about this video?, what is the conversation about?. In this action, the researcher want to know how far the students understand about material on the English video shows. As a result, the students are able to answer the conversation is about offered a job. Second, after they understood about the topic, the researcher want to the students feel that the things which act in the video so the researcher asked them, if you want to offer a job for someone, what would you say? The students' answer such as "I have good news for you, I need a staff in marketing in my father's office. You may not believe it but my father want you to join with him. Would you like to join in my fathers' office? And then the second questions, when someone give you a job, what is your respond? The students' respond such as "wow are you serious? It is a good news, thank you so much; that awesome, actually I need a job, etc". To make this activity was getting smooth, the researcher asked the students with random so active and passive students got opportunity to express and respond of surprise. Based on the result, the students become more active in speaking and are able to speak based on the material. Third, confirming the students whether they have understood the activity or not. Since the activities have been completely done, the researcher should confirm the students whether the explanation was clear or not. In this cycle, the students did not show their confusing and it means that can start speaking in the assessment time. In this cycle, the students could have better improvement in connecting the expressions with a conversation but not all the students. In this part, the activities were the same with previous part, every students with random must express or respond of surprise with spontaneous. When this strategy was used, the students really enjoyed the activity because they felt like a good speaker.

In cycle 3, especially in the teaching learning process in this action was increasing. To gain KKM, the researcher did following procedures in the teaching

learning process; first, showing English video conversation until end. Then the researcher asked them about English video conversation is interested or not, and all of the students interested about the material on the video. They also listened carefully during video plays. Second, the researcher tried to ask about what the speakers talking about on the video. The purpose is to know the material on the English video shows easier to understand or not. As a result, all of the students understood about the material although with different pronunciation by the speakers. Third, to make the students express and respond of surprise, the researcher asked the students such as "in this conversation, you will hear a headmaster who intends to announce the cancelation of tomorrow's holiday. You will be second speaker while I will be the first speaker. You also have to use the expression of surprise and use your own sentences". After the students heard the instruction, with random the students try to express and respond of surprise with appropriate words and the conversation will be continue by other students. The goal is to increase the students in expressing and respond of surprise. So in this activity, the students not only watched the English video conversation but the researcher made the students speak up with role play in the English video as a second speaker. Based on the result, the students can express and respond of surprise with spontaneous without prepare before. And the last, the students did not show their confusing on expressing surprise it means that can start speaking ability in the assessment time. The students who were quiet in meetings before, they looked confident to use the words or the expressions in practiced the conversation or in their interaction. They were very serious and enthusiastic to express and respond of surprise.

From the result of cycle 3 to the tenth grade of class F students in SMAN 9 Pontianak, it determined that the score was 75.39. This result indicated that the students' achievement score of improving students' speaking ability was achieved at all and the criteria of the students' mean score is B (good). Because the students' average scores were 100% achieved, the teacher or the researcher decide to complete the action in three cycles only. In conducting the classroom action research, the teacher or the researcher has done three major cycles that was divided into three meetings (one meeting of each cycle).

In CAR, the strategy that was applied in teaching process should be applicable and easy to be understood by the students. English video conversation as teaching media is very useful to improve students' speaking ability.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result, this research has done 3 cycles as the tools of collecting data and got the achievement of the students' in speaking ability. From the result of cycle 1, the students' score is unsatisfying that is 56.64. Based on the result, it could be concluded that the first cycle was not satisfying and still needed much effort to gain the goal. It means that the second cycle should be conducted. In cycle 2, the students' score was not satisfying that is 67.38. So, to gain KKM, the researcher conducted in cycle 3. In cycle 3, the students' score was satisfying that

is 75.39. Based on the results, it could be concluded that the students shown their good progress. It was found that by using English video shows in improving students' speaking ability was good. It was proved that the score of the students test is fulfill of the KKM.

Suggestions

Based on the result of the research and conclusions, the researcher would like to suggest as follows: (1) In improving speaking ability by English video conversation, the teacher has to involve the students feel that the things which act in the video, such as provide two speakers on the English conversation and the students take a part of second speakers and give the students opportunities to speak English based on the materials to improve students' speaking ability. This situation can make the students feel that they not only learn but also do the language. (2) to improve speaking ability, the students should always be active in teaching learning process and are not afraid of speak English. They can improve speaking ability by English video conversation which they act like a speaker on the video so they can express anything to solve the problem use appropriate words and they can find the video in other website. They can learn with English video conversation every time and everywhere. (3) it has been known from the result of the study using English video conversation that can improve the students' speaking ability. Based on the explanation, the researcher would like to suggest other researcher, the result of the study can be used as additional reference for further relevant research with the different sample.

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