

## TEACHING SPEAKING SKILL BY USING VIDEO “CHECKING-IN HOTEL”.

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**Abstract:** The purpose of this research is to describe the effectiveness of the teaching the video “checking in hotel” to improve the students’ speaking ability. The subjects of this research are hotel students of SMA Cinta Bumi Khatulistiwa Pontianak in the academic year of 2012/2013. The method of this research is pre-experimental. The data analysis indicated that students’ speaking skill improved. The interval mean score of posttest and pretest is 4.68. It means that students gained better speaking skill using video “checking in hotel” score in posttest than that in pretest significantly. The teaching is statistically found effective to improve students’ speaking skill, which is not only can relax students’ mind, but also keep them active during classroom activity.

**Keywords:** teaching, speaking skill.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan video “checking in hotel” untuk meningkatkan kemampuan berbicara siswa. Subjek Penelitian ini adalah siswa jurusan perhotelan dari SMA Cinta BUMi Khatulistiwa Pontianak tahun akademik 2012/2013. Dalam studi ini, pra-eksperimental adalah metode yang diaplikasikan. Hasil Penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat. Hal ini ditunjukkan oleh interval rerata nilai siswa sebesar 4.68 yang berarti siswa mendapatkan nilai yang cukup signifikan di posttest. Pembelajaran menggunakan metode ini secara statistik efektif untuk meningkatkan kemampuan berbicara siswa yang tidak hanya membuat siswa relaks, namun juga tetap aktif selama proses pembelajaran.

**Kata kunci:** mengajar, keterampilan berbicara.

Speaking enables the students to express thoughts, ideas, and feelings. Webster cited in Hasibuan (2007:1) define “ to speak ” as to give oral expression to thought, opinions, and feelings, engaged in talk or conversation”. In developing speaking skill the students’ need to fill their oral expressions with the bright thoughts, opinion, and feeling in their talk or conversation. Speaking plays a significant process. Richard cited in Hasibuan (2007:1) claims, “the learner must be able to listen and respond through speaking”. Unfortunately, for most students of SMK Cinta Bumi Khatulistiwa Pontianak, speaking is a problematic burden.

Students of SMK Cinta Bumi Khatulistiwa Pontianak, got difficulty in using English orally. The main problem was lack of confidence. Students was afraid of making mistakes especially in structure and pronunciation. They were afraid if their friends ridicule their mistakes during their speaking. Besides, the lack of vocabulary also makes them less confident. They knew what to say but they got difficulty how to say. They often stop speaking immediately if they fail to get the words to express their thoughts. They have to ask their teacher or open the dictionary for the relevant words in the middle of conversation which interrupts their conversation. They prefer to use their mother tongue to English when they are in such a situation.

To solve the above problem the English teacher need to create an atmosphere in which students can be more motivated especially in taking parts in any speaking activities. If the students are motivated, their speaking skill will develop gradually. To materialize the above motivating atmosphere, communicative approach can be one of the alternative. To invite the students to communicate actively, communicative learning approach is necessarily applied. Based on the pre-observation, English teacher common used the traditional media such as, textbooks and Students Work Sheets. Such traditional media made the student bored. The teacher needs to use interesting media that could capture the student's interest, attention, and motivation.

Teaching is a responsible action done by teacher through various efforts and ways to help students to learn as well as possible in order to reach the learning goals. Teaching is a process of changing somebody's condition by giving several treatments as teaching, showing or helping someone how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. According to Brown (2007:8), teaching involve activities like having objectives, giving instruction, guiding, providing knowledge. Guiding in teaching process means facilitating students in order to help them learn maximally. In guiding students, teacher should be able to use the appropriate material and technique that will help to achieve the designed learning target.

The role of teacher in teaching speaking skill is very important. The teacher must be able to get the student interested in learning. So, they can actively involve in speaking. The teacher needs to be creative, to avoid boring teaching media. There are various teaching media that could be applied to teach speaking. They are pictures, real objects, movies, games, and so on. One of the interesting media is Video entitled "Checking-in Hotel". This research will investigate whether this media can solve the above mentioned problem.

Teaching speaking through the video may be beneficial for the teacher and students in teaching – learning process of speaking. Video can be used as an aid to teach speaking. Video has so much to offer. One of them is the students may love video because it is interesting, challenging, and stimulating to watch (Rice, 1993). It also brings how people behave in culture whose language they are learning into the classroom (Heimei, 1997). It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into classroom.

Based on the above definition, it can be concluded that teaching is an effort or activity, which is deliberately made and planned help and give instruction from teacher to the learner about knowledge, skill, rules, and principles systematically. Furthermore, teaching is an interaction between a teacher and a learner who can induce the intelligent behavior. In order to achieve the goal of teaching, there must be a good interaction between teacher and learner and also supported by the environment. In this case, teacher has important role to motivate students to learn.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.

Kimble and Garmesy cited Brown, (1994) define learning as a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Learning to speak language requires more than knowing its grammatical and semantic rules. Learners must also inquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it's difficult for students to speak the language fluently and appropriately.

Brown (2007:8) refers the concept of learning to “ acquisition or getting; retention of information or skill; retention implying storagesystems, memory, cognitive organization; involving active, conscious focus on and acting upon events outside or inside the organism;relatively permanent, but subject to forget;change in behavior;involving some forms of practice and perhaps reinforced practice”.

Teaching is giving instruction, understanding, guiding, and facilitating learning, while learning is a relative observable and internal process such as thinking, attitudes, and emotional. The purpose of using oral language is just to express feeling and ideas.

Speaking is powerful communication tool in human life. According to Hybels and Weaver (1986:7-15) communication is a process, which enables people to share information, ideas, and feelings. Communication is a transaction which involves both the physical act of communicating and also a psychological of communicating such as the impressions in people mind.

Wiriyacitra (1994:49) defines speaking as a matter or transferring idea, feeling, question, explanation, persuasion or criticism, into verbal language or orally. Speaking is one of the four language skills . Learners should Before one learns, how to write or how to read, one has to learn how speak. It does not matter when one makes a mistake. The purpose of using oral language is just to express feeling and ideas.

in the context of structured interpersonal exchange, in which many factors interact. Learners must also acquire the knowledge of how native speakers use the language. its's difficult for students to speak the language fluently and appropriately.

One might say that speaking is the ability to utter something orally. Speaking is powerful tool for communicating in our life. According to Hybels and Heaver (1996:7-15) in their book entitled “Communicating

effectively”, there are two kinds of definitions about communication. They are: (a) communication is a process, which enables people to share information, ideas, and feelings. (b) communication is a transaction which involves both the physical act of communicating and also a psychological of communicating such as the impressions in people's mind.

By using speaking people are able to transfer their idea and feeling to other person. Other possibly say that speaking is an oral communicative competence. We can receive these opinions temporarily. Let us have some definitions of those from the related expert. develop effective communication skill in daily situations as well as in conflict situations.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. According to Brown (1994:5) form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes speaking. It is often spontaneous, open-ended, and evolving.

Speaking is a process of uttering words, phrases, and sentences, meaningfully using oral language in order to deliver information and ideas. Clark (1997:23) claims that a speaker expresses his thought and feeling in words, phrases, and sentence. However, to speak a learner should not only know how to produce specific point of language such as grammar, pronunciation, or vocabulary, but also understand when, why, and where to produce language (Bruns and Joyce, 1997).

Speaking plays an important role in the process of language learning in the classroom. Through speaking, the students are able to share their creative thinking or ideas to other people. According to Barnes (1993), it is essential to share ideas and communicative ideas in the classroom. Speaking is a matter of transferring one's ideas and feeling orally, Ferrerand Jami (1995:3) stated that when speaking, one wants to send his or her own thinking and information to other listeners. He or she also wants to inform or tell about what he or she feels in order to get response.

Speaking is an essential part of communication. It is considered as effective communication when we make use of sentences to perform different acts, for example how students response of opinion (asking, answering), argument, agreeing, and disagreeing in discussion or teaching learning process. Widdowson, cited in Burns and Joyce (1997) speaking to an interactive process of constructing meaning that involve producing and receiving and processing information.

Since English is a foreign language for Indonesian students. It is a possible way of stimulating learners to talk is with extensive exposure to authentic language through for example audio-visual stimulation and with opportunity to use the language.

Because of the lack of opportunity in foreign language setting to interact with native speakers, the availability of native exposure is particularly crucial. This crucial problem may be solved by presenting audiovisual materials

such as films, videotapes, and soap operas. The combined use of audio and visual materials presented in video may be effective to teach. Students will remember video-based information longer than information they read or hear. When information is communicated by dynamic images, speech, and sound effects, the result is a far greater learning experience than if the same information is read or presented by teacher (Knapp and Glenn. 1996:33).

Native speakers present pronunciation of the target language inductively and correct through modeling. In the audio-lingual approach, pronunciation is likewise very important and there is a great emphasis on the traditional notions of pronunciation, minimal pairs, drills and short conversations (Celce Murcian and Goodwin 1991:136). The communicative approach holds that oral communication is the primary use of language and therefore it should be central to the mode of instruction.

English is one language among languages in the world that is used as the international language. That is why it is very important to learn English. Many people have several different reasons in learning English, such as: visiting an English speaking country, continuing study abroad, expanding business internationally, reading English novel or newspaper, or even just want to be able to speak with foreign people. Regardless what the reasons are, nowadays the need of learning English has increased in every country including in Indonesia. As a foreign language, English has been taught from primary school to secondary school not only in formal institution, but also non formal institution. It shows that English has become a need for the people.

Knowing the great demand of English, every English institution offers different technique and approach in teaching English. It happens for foreign language teaching is different majority such as math or chemistry teaching. The field of foreign language has undergone many fluctuations and shifts over the years. As stated by Marianne (2001:3) as cited in Indriyani (2012:10), "language teaching is a field in which fads heroes have come and gone in manner fairly consistent with the kinds of changes that occur in youth culture." Because of those changes, the English teacher is also demanded to select the appropriate teaching techniques that is used and found in many methods and approaches.

Speaking skill is the ability in transferring and expressing thought, ideas, and feeling orally and supported by body language, as Webster cited in Hasibuan (2007:174) state : "To speak is to give oral expression to thought, opinions and feelings engaged in talk or conversation". Besides, in teaching the speaking skill, students have to be able to fill their oral expression with a bright thoughts, opinions, and feelings in talk or conversation in English. The student should also have sufficient knowledge of the sound, structure, vocabulary, and cultural system of the English language. Besides, the students must think about the ideas they wish to express either imitating a conversation or responding to previous speakers. They should also be able to change the position of lips. Jaws and tongue to

articulate the appropriate sounds. They have to be consciously aware of the appropriate functional expression as well as of the grammatical, lexical, and cultural features needed to express the idea. Then they should be sensitive too in any situation change in which the conversation takes place. And the last is that the students must have the abilities to change the direction of their thoughts on the basis of the other person responses in order to make the conversation become spontaneously and naturally as described by Webster cited in Hasibuan (2007: The most important role in classroom teaching is to facilitate the student to learn. Facilitate is purpose to increase quality of education. example use media in teaching learning process. Using media in teaching learning process is to avoid the students from verbalism and boredom, to make teaching learning process more interesting and to make the student understand the lesson easier. In teaching learning activity, media play an important role, since they can help the teacher to teach and they can help the student to understand and comprehend. The material. When the teacher uses media, she/he will explain the material and the students will understand the lesson easier. Therefore, the teaching learning process will run smoothly and the students will find that it is enjoyable learning English.

Gerlach and Elly (1989:12) state that media are any person, materials, or event that establishes condition which enables the learners to acquire knowledge, skills, and attitudes. From this statement, it is clear that media has general meaning of supporter in education execution. However, we can see clearly that the main purpose of media is to help the students and the teacher in the teaching learning process so that the students will adopt the material, which is presented easily, as the media can establish condition where the students are required to get knowledge, skills and attitudes.

## **METHOD**

This research is a pre experimental study. It is designed to investigate the effecsize of using Video “Checking-In Hotel” to teach speaking skill. Kothari (2004:41) claims that a pre experimental research, is a single test group. The dependent variable is measured before the treatment as a pretest. The treatment is then introduced and then dependent variable is measured after the treatment. The effect of the treatment would be equal to the level of the phenomenon after the treatment minus the level of the phenomenon before the treatment.

This research, applies the measurement technique to collect the data before and after the students, are given the treatment, The tests are oral. Before doing the test the students are given treatment to perform in front of the class. Each pairs is given time to score fluency, accuracy, pronunciation, and lexis which are scored on the rating scale. The students’ speaking score basis score from them analyzed. To answer the research question, the effect size (es) formula is applied.

This formula is as follows :

$$ES = t \sqrt{\frac{1}{N}}$$

Where:

t : The t-value

ES : Effect size of the independent variable on the dependent variable.

N : The number of the students

The criteria of effect size can be classified as follows:

ES ≤ 0,2 is categorized as low.

0,2 < ES < 0,8 is categorized as moderate.

ES > 0,8 categorized as high.

## Procedure

The procedures applied in teaching learning process were: (1) asking the students about hotel; (2) asking the student about the cover in video situation; (3) showing the video conversation checking in hotel; (4) asking the student about the situation; (5) making groups of students to talk and to discuss vocabulary or expression on video; (6) showing the video two times after giving the video dialogue sheet to students to fill the blank in sentences with the appropriate expression; (7) showing the video again and correcting directly their answers; (8) choosing one student to be partner of the teacher to perform the dialogue; (9) asking students to make their own dialogue based on the situation; (10) giving students time to memorize the dialogue; (11) pairing students and asking them to speak in front of the class to practice without script; (12) scoring students' score; (13) re-watching the video.

## RESULT AND DISCUSSION

### Result

The analysis of data computed by ES (Effect Size) formula is as follows:

$$\begin{aligned} &= 6.41 \sqrt{\frac{1}{34}} \\ &= 6.41 \sqrt{0.03} \\ &= 6.41 \times 0.17 \\ &= 1.11 \end{aligned}$$

Based on the above computation, the effect size of the treatment is 1.11. It is classified high. In addition to the ES result above, the average score for students pretest and post-test also showed quite significant improvement. The result can be seen on figures below:

1. Mean score of pretest  $M_1$

$$\begin{aligned} M_1 &= \frac{\sum X^1}{N} \\ &= \frac{239}{34} \\ &= 7.02 \end{aligned}$$

2. Mean score of posttest  $M_2$

$$\begin{aligned} M_2 &= \frac{\sum X^2}{N} \\ &= \frac{398}{34} \\ &= 11.7 \end{aligned}$$

3. Interval score of pretest and posttest

$$\begin{aligned} MD &= M_2 - M_1 \\ &= 11.7 - 7.02 \\ &= 4.68 \end{aligned}$$

Students' mean score in the pretest is 7.02, and the posttest is 11.7 with the interval 4.68.

## Discussion

Based on the result, it can be said that the technique applied to improve students' speaking skill is successful. The "1.11" score falls between pretest and post-test results. This significant improvement is acceptable. Furthermore, the MD also means that students scored better after the technique was applied.

In the first play of the video most students could not understand well about the word in the video. Then, the video was played again until three times. At the fourth time, students used a hint to complete the sentences in group about the video situation. Then, the video was played again. This time the students' work was corrected by the teacher sentence by sentence. After checking the students' answers, students were asked to have conversation about the video shown by the teacher.

Students were divided into 17 pairs. This was aimed to get students more focus on the speaking and the practice. The students made a simple conversation based on the video theme (checking in hotel) in pairs. One to be guest and the other to be the receptionist. The teacher went around to check the students' work. The students who had problem in making sentences or speaking were allowed to ask the teacher. After 30 minutes students finished the dialogue.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the research finding and analysis of students' test result, it can be concluded that teaching speaking skill using video is very effective. The posttest is better than the students' pretest mean score. In conclusion, students' achievement has increased based on interval score of pretest and posttest. The effect size is 1.11 which is high. Teaching speaking skill using video to the eleventh grade of hotel students SMK Cinta Bumi Khatulistiwa Pontianak in the

Academic Year 2012/2013 can be applied well. The research result shows that students' speaking skill improved from meeting to meeting. Improving students' skill by sharing video is considered a good teaching media in language teaching because it can help the students to relax their mind but remain active in task.

### **Suggestion**

Based on the result of the research, suggestions are given. They are as follows: (1) in using video teaching, the teacher should prepare the facilities for watching such as laptop, video and projector; (2) the teacher should be less dominated and provide students more chance to speak; (3) the teacher should give clear instructions to avoid students from confusing; (4) the teacher should emphasize the importance of speaking because lack of the speaking ability interrupts communication; (5) the teacher should be able to make his/her own variation of the activities that really meet the student condition; (6) the teacher must decide clearly which expression receptionist to handle the guest to be practiced; (7) the teacher should choose the correct words for this conversation; (8) in large class, the teacher must be able to make a good control of class management in order to reduce chaos during the activities caused by some ignorant students; (9) In a conversation the student should be divided into smaller groups or in pairs so that they can follow every activity well; and (10) the teacher should be able to motivate students and enjoy the learning process.

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