

IMPROVING STUDENTS' SPEAKING ACHIEVEMENT IN ORAL DESCRIPTIVE TEXT BY USING VIDEO

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Abstract

This research aims at improving students' achievement in oral descriptive text using video by conducting a classroom action research (CAR). The subjects were Grade X, students of State Senior High School (Sekolah Menengah Atas Negeri: SMAN) 17 Medan, the total number of the students was 39 students. The research was carried out in two cycles with three meetings in each cycle. There were two kinds of data collected during the research, quantitative and qualitative data. The instruments for collecting the quantitative data were spoken tests, while for qualitative data, gathered through observation sheet, interview, questionnaire, and diary notes. Based on the data analyses, the mean of the students' score in the orientation test was 53.9, in Cycle I was 65.09, and in Cycle II was 75.34. Based on the mean scores, it can be concluded that the students' speaking achievement in oral descriptive text by using video showed a significant improvement from 53.9 to 75.34. Therefore, it is suggested that teachers should try to use varieties of presentations in uplifting the students' achievement in speaking.

Keywords: Speaking, Students' Achievement, Oral Descriptive Text, Video

Introduction

The Background of Study

In teaching speaking, the teacher has an important part to improve students' speaking competence and achievement. Speaking competence is not just about the ability in joining the conversation in oral communication or just delivering students' opinions, but also they can apply their ability in reporting types of text orally. One of genres that Senior High Students learn about type of texts based on the Syllabus for Grade X in the second semester is descriptive text.

In the teaching-learning process, there are many ways that can help the teacher to solve the students' difficulties in speaking, especially in oral descriptive text. Using media in the teaching-learning process is an alternative way that a teacher can apply in the classroom. Media can help the teacher to motivate students in the teaching-learning process. That is why finding an appropriate media is important for teacher especially in teaching speaking. One of the media that the teacher can use is video. In the teaching-learning process by using the video, the teacher can help the students to understand the material by pausing and re-playing the scene in the video to discuss with the students if there are some students still cannot understand. It means that the teacher can interrupt the process; stop, start and rewind to repeat it necessarily, to give the students some experience an authentic language in a controlled situation. In addition, video can also help the students to learn easier by imitating the real models from what they have watched. They can adopt the ways to speak without having the fear of making mistakes or making them in an under pressure situation. Moreover, by

using video as the media in teaching oral descriptive text, the students can also figure out the object that they have to describe easier, because they can see the object directly through video.

Research Question

In the relation to the background of the study, the research addresses the following problem: “Does the implementation of Video improve students’ speaking achievement in oral descriptive text?”

Conceptual Framework

The use of media in the teaching-learning process is applied in many classroom situations. One of the best media that can be very helpful is video. The video helps both the teacher and the students in the teaching learning process. The video brings the real model and situation to the classroom so that can help the students to learn English, especially in oral descriptive text. Furthermore, using video as the media of teaching also makes the students to work with their long-term memory by imaging a picture of a person that will be described.

In teaching oral descriptive text by using video, firstly, the students watch a video that shows an oral descriptive text. They watch each video for two times. Second, the teacher gives the explanation about the materials and discusses them with the students. Third, the students watch another video in order to describe what they see in the video and then they present in front of the class.

Methodology

This research was conducted by applying Classroom Action Research (CAR). According to Burns (2010:2-3), Action Research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. AR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. The central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Importantly, the improvements that happen in AR are ones based on information (or to use the research term, data) that an action researcher collects systematically. The subject of this research was the students of Grade X-4 in SMAN-17 Medan. There were 39 students consisted of 13 males and 26 females. The students were 14–15 years-old.

In this research, the data were collected by using the quantitative and qualitative data. In the quantitative data, it used speaking test as the instrument to measure the students’ achievement in speaking. They were tested in oral a descriptive text by using Video. The qualitative data were used to describe the situation during the teaching-learning process. The qualitative data are observation sheet, questionnaire, and diary notes.

The mean of students’ score for each cycle:

$$X = \frac{\sum X}{N} \times 100\%$$

The number of master students:

$$P = \frac{R}{T} \times 100\%$$

Research and Findings

This research had two cycles. Every cycle consisted of four steps of action research; planning, action, observation, and reflection. Cycle I was conducted in two meetings and Cycle II was conducted in two meetings. So there were four meetings altogether. The data were taken from Grade X students of SMAN 17 Medan; X-4 consisting of 39 students.

The quantitative data were taken from the mean of students' scores in speaking tests. The qualitative data were taken from the observation sheet, interview, questionnaire, and diary notes. The quantitative data were analyzed from the spoken test during the conduction of the research and in the end of each cycle. To discover the students' speaking achievement pre-scores, the students were given an oral Orientation test about descriptive text. In Orientation test, the students got low scores, but from the end of Cycles I and II of the research, the students' speaking achievement improved continuously. The students' speaking test was scored by calculating the six components scale (grammar, vocabulary, comprehension, fluency, pronunciation, and task). The students' speaking competence increased from the Orientation test to Cycles I and II test.

The qualitative data were analyzed from the observation sheet, interview, questionnaire, and diary notes. Observation sheets showed the activities that were done in every cycle, whether the action had been implemented based on the lesson

plans or not. The writer worked together with the collaborator and checked the observation sheet. There were two interview sessions conducted. The first interview was done in the first meeting that showed about the teacher's comment about the students' problem and difficulties in oral descriptive text. The second interview was done in the last meeting that showed the students' comments about the use of video in teaching-learning oral descriptive text. This questionnaire was delivered to know the students' interests in learning oral descriptive text by using video. The results of the questionnaires showed that 39 students gave score from 21-30 points, so the percentage was:

$$Q = \frac{39}{39} \times 100\% = 100\%$$

From the result above, it shows that all the students agree that video could improve the students' speaking achievement in oral descriptive text.

Diary notes were written up by the researcher in every meeting when conducting the research. Diary notes were used to evaluate the students' condition during the teaching –learning process was running. The diary notes also showed the students' interests in learning oral descriptive text by using video kept on increasing even some problems occurred such as the students were not paying good attention while their friends presented an oral descriptive text and their behavior while working in their group. Diary notes also useful for the writer to see the students' progress during the research.

Conclusions and Suggestions

Conclusions

After the data analysis and based on the research findings, the conclusions are shown specifically on the use of video in teaching oral descriptive text. In teaching oral descriptive text, video is a good choice as a media. After analyzing the data, it was found out that the students' speaking scores improved from Orientation test to Cycle I and II. It means that the use of video in teaching oral descriptive text gave an improvement for the students' speaking achievement. There is an improvement in students' mean scores. The mean of students' score in Orientation test was 53.9. The mean of students' score in Cycle I test was 65.09 and the mean of students' score in Cycle II was 75.34. The analysis of quantitative data showed that the scores improved from the first test to the last test. Through the observation sheets, interview, questionnaire, and diary notes, the improvement in learning result by using video was also proved. Therefore, the use of video could significantly improve the students' speaking achievement in oral descriptive text.

Suggestions

The result of this research shows that the use of video improves the students' speaking achievement in oral descriptive text. These following suggestions are directed to the English teachers are recommended to use video as the media in teaching speaking. Video as the media not only provides the sounds, but also provides the visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment; to the students should have more enthusiastic and interested in joining the speaking activities and feel more confidence in exploring

their ability and ideas in learning speaking; and other researchers are suggested to carry out a more in-depth study on the use of video in other text types and for some understanding in improving the speaking achievement in oral descriptive test by using video.