IMPROVING GRADE X STUDENTS' SPEAKING COMPETENCE IN REPORTING A PROCEDURE TEXT BY USING VIDEO

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ABSTRACT

This study was carried out to discover students' speaking competence in reporting a procedure text by using video. It was a Classroom Action Research (CAR). The subject was students of Grade X, State Senior High School (Sekolah Menengah Atas Negeri: SMAN) 5 Binjai, which consisted of 42 students. The research was conducted in two cycles and each cycle consisted of three meetings. The instruments used to collect the data were speaking tests as quantitative data and Observation Sheet, Interview, Questionnaire, and Diary Notes as qualitative data. The results of the speaking tests showed that the students' score improved in every test. The mean of the students' score in Orientation test was 51.17, the mean of the students' score in Cycle I was 69.05, and the mean in Cycle II was 80.31. The mean score in Cycle II was the highest, so it can be said that the students' speaking competence improved from 51.17 to 80.31. Based on the Observation Sheet, Interview, Questionnaire, and Diary Notes, it was found that the teaching-learning process ran well. The findings of the study indicate that using Video significantly improved the students' speaking competence. So, English teachers are suggested to use Video in order to improve the students' speaking competence in reporting a procedure text.

Keywords: *Video, Speaking, Procedure text, Action research*

INTRODUCTION

The Background of the Study

Language has a very important role in human activities to communicate with other people. It is used to express their feelings, purposes, ideas, even in spoken or written way. Learning English is becoming more and more important nowadays. This is an era full of challenges and competitions where the proficiency in spoken and written English is required. In relation to the importance of English, in Indonesia, English has been taught from the Elementary school level up to the University and even now, it has been taught in the Kindergarten school level.

In learning English as a foreign language the four skills that must be well-mastered by students are listening, speaking, reading, and writing (Brown 2001:232). All of these language skills are very important to everyone especially for students to become fluent in English.

Speaking as one of the four basic language skills is used by people in communicating with one another. Students are encouraged to use the words in English after listening to some words. It is expected that the students will be able to use it at least in a simple oral communication as the basic tool in making a good interaction in communication. The goals of teaching speaking competencies are to encourage among the students to communicate in English fluently.

According to Clark & Clark (1977:25), speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. Speakers use language to communicate their ideas.

In the process of teaching speaking, students think that speaking is very difficult to practice. When the teacher asks the students to express their opinions or their ideas, orally, most of them are afraid and ashamed. Therefore, this is the reason why the students become lazy to take part in speaking and then they get low score.

Based on the researcher's experiences through Field Practice Experience (*Praktek Pengalaman Lapangan*: *PPL*) in Grade X State Senior High School 5 (*Sekolah Menengah Atas Negeri 5*: *SMAN-5*) Binjai, among the four skills, speaking is the hardest skill for the students. The students were confused about vocabulary and

grammar. In fact they know what they wanted to say in their mind by using their mother tongue in Indonesia, but they do not know how to say a word or sentence in English.

However, based on the English syllabus for Grade X Senior High School students, the procedure text is one of the genres in speaking that must be well-mastered by the students. The students must be able to use procedure text in their daily life communication. Procedure text is a text in which describes how to do something or how something is done. Adrie (2012) states that procedure is the set of steps which should be completed in the right sequence to get the goals. In daily life, procedure text is used to perform some steps to make or get something done. That is why procedure text is very important to be learnt.

When we speak it into English, there are some important things that must be known and understood. They are grammar, vocabulary, pronunciation, and the background of social culture of the target language; these are the reason of learners still face some troubles in learning speaking.

To solve the problem, there are many ways that can be done. Media is one of the tools that can be used. Arsyad (2002:2) says that media are as a form medium used by people to deliver or to express the ideas or opinion so they can be received by the receiver. Educational media are used to support the education and can be seen, heard or touched with five senses. According to Kariman (1991:47-48), the types of media can be classified into three groups, they are: (a) Audio media, for example radio, audio tapes with cassettes, (b) Visual media, for example pictures, flash cards, charts, etc, and (c) Audio-visual media, for example television, video, etc. Media delivers message and stimulates the learners to study. It means that media in teaching and learning process enable the learners to acquire, knowledge, skills and attitude. A teacher should have the suitable media to present the lesson to the students. This study chooses video as a media to improve students' speaking competence in reporting procedure text.

Video is one of audio visual multimedia which produces sound and moving pictures (Tobing, 2006). Video can be used as a medium in teaching speaking. By using video, the teacher can help the students in watching, listening, understanding, and applying the use of language contextually. When students are watching video, the students can see and hear the speakers' intonation, pronunciation, expression, and body language, and automatically, they learn about how to say something, how to make an

interaction, without being under pressure because video serves as an interesting way in learning.

After watching video, the teacher explains about the material and asks students to construct the material and report it in front of class. While students are reporting their material, other student is asked to record the students who are presenting. After that, the result of recordings will be watched together in front of class and students can assess themselves when they are speaking and using the language

Therefore, the problem of the study is *"Does the use of Video significantly improve the Grade X students' speaking competence in reporting a procedure text?"*

METHODOLOGY
Research Design

This study was conducted by applying Classroom Action Research (CAR). CAR was designed to help a teacher to find out what was happening in classroom and to use that information to take action for the future improvement of teaching-learning process.

Action research was a process designed to empower all participants in the educational process with the means to improve the practices conducted within the educational experience (Hopkins, 1993). Action research is also a form of collective, self-reflective inquiry that participants in social situations undertake to improve the participants understanding of these practices and the situations which they carry out these practices (Kemmis and Mc.Taggart, 2002). It means that a classroom action research is a research designed in education field which is conducted in a classroom to improve the teaching-learning quality. It is applied to see improvement as a certain number of cycles. If the researcher does not get a significant result yet, it will apply more cycles and giving more treatment in teaching-learning process until the researcher got the significant result of it.

This research conducted in two cycles; Cycle 1 and Cycle 2. This research was conducted in six meetings. Therefore, there were three meetings in each. In this research, each cycle was done in a four step, namely Planning, Action, Observation, and

Reflection. Cycle 2 was the improvement of Cycle 1. The model of the action research is presented in Figure 1 (Kemmis and Mc.Taggart, 2002):
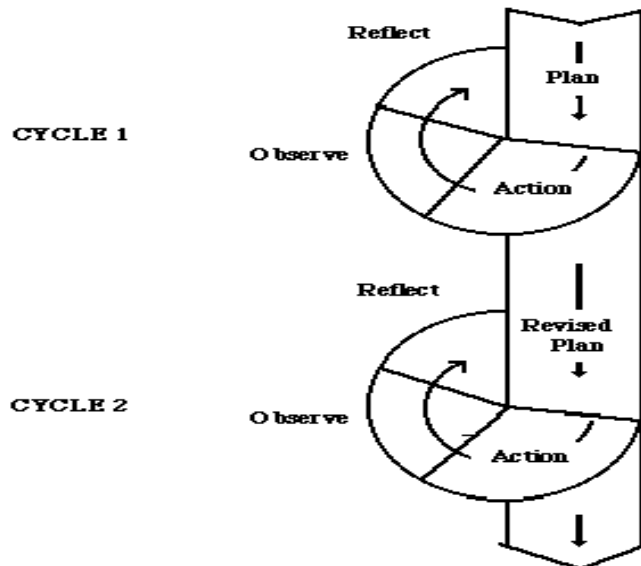

Figure 1. Action Research Model

This action research was conducted at SMAN 5 Binjai, which is located on Jambi Street, Binjai Selatan. The sample of the research was one class which consists of 42 students (X-2).

The data were collected by quantitative and qualitative instrument. The quantitative data was used to measure the students' score and the qualitative data were used to describe the situation during teaching and learning process.

In collecting the quantitative data, a speaking test was conducted to the students based on the evaluation of the components of the speaking test, such as: accent, grammar, vocabulary, fluency, and comprehension. The students were asked to speak a procedure text by using video.

While, in collecting the qualitative data, questionnaire sheet, observation sheet, interview sheet, and diary notes were used. By using the questionnaire sheet, observation sheet, interview sheet, and diary notes, the problems of the students during teaching-learning of a procedure text were found.

The procedure of the data collection was conducted by administrating two cycles. Cycle I was conducted in three meetings and Cycle II was done in three meetings, so there were six meetings all together.

The quantitative data was analyzed by computing the score of speaking test. The components for scoring speaking test were accent, grammar, vocabulary, fluency, and comprehension.

The mean of the students' score for each cycle was obtained using the application of the following formula:

$$\overline{X} = \frac{\sum X}{N} X100\%$$

Where:
$\overline{X}$ = the mean of the students' score
$\sum X$ = the total score
N = the number of the students

In categorizing the number of the competent students in reporting a procedure text in speaking, the following formula was applied:

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

Where:
P = the percentage of those who get point up to 65
R = the number of those who got point up to 65
T = the total number of the students.

RESULTS AND DISCUSSION
Data Analysis

Analysis of quantitative data

The quantitative data were taken from the spoken test during conducting the research and in the end of the each cycle. The students were given an oral Orientation test to discover the pre-score of the students' speaking competence. In Orientation test, the students got the low scores, but from the end of Cycles I and II of the research, the students' speaking competence was improved. Students' speaking test was scored by calculating five components scale, namely accent, pronunciation, grammar, vocabulary,

fluency, and comprehension. The students' speaking competence increased from the Orientation test to Cycles I and II test. The complete result of the tests can be seen in Table 1:

Table 1. Students' Scores in Orientation Test and Cycles I and II Tests

NO	NAME	ORIENTATION SCORE	CYCLE I SCORE	CYCLE II SCORE
1.	AN	54	63	75
2.	AM	50	65	77
3.	ADA	66	83	92
4.	ALFA	66	83	92
5.	AR	65	73	84
6.	APR	52	72	86
7.	AS	52	76	87
8.	BTH	43	59	74
9.	DS	40	55	70
10.	DFR	39	59	74
11.	DIR	65	83	91
12.	DFZ	37	55	70
13.	DA	53	67	75
14.	EPF	37	59	74
15.	FA	31	55	70
16.	IAS	53	70	84
17.	LRI	55	72	86
18.	LWH	55	70	84
19.	MIF	52	63	73
20.	MAF	37	56	69
21.	NM	55	76	87
22.	N	43	59	73
23.	PG	59	72	91
24.	RYF	57	70	85
25.	RNF	57	74	85
26.	RPS	48	63	73
27.	RW	57	70	84
28.	RAR	55	70	84
29.	RNL	59	70	84
30.	RH	43	59	73
31.	RIA	55	72	87
32.	ROA	43	59	73
33.	SF	53	70	84
34.	SWM	55	68	82
35.	ST	55	74	85
36.	TK	55	76	83
37.	WSCK	43	59	73
38.	WH	66	87	94
39.	WBS	41	55	69

40.	YS	59	76	87
41.	ZL	44	65	77
42.	ZIH	49	59	73
TOTAL		2149	2900	3373
AVERAGE		51.17	69.05	80.31

Table 1 shows that there was an improvement of the students' score in speaking competence in reporting a procedure text which was taught by using video. The improvement of the students' speaking competence in reporting a procedure text by using video can be also seen from the mean of the students' score in every cycle test. So, in order to know the improvement of all tests, the following formula was applied:

$$\overline{X} = \frac{\sum x}{N}.$$

Where:

$\overline{X}$ = the mean of the students' score

$\sum X$ = the total score

N = the number of the students

The improvement of the students' mean score kept increasing from the Orientation test until the test of Cycles I and II. In the Orientation test, the total score of students was 2149, and the number of students who took the test was 42, so the mean of the students was:

$$X = \frac{2149}{42} = 51.17$$

In Cycle I test, the total score of students was 2900 and the number of students who took the test was 42, so the mean of the students was:

$$\overline{X} = \frac{2900}{42} = 69.05$$

In Cycle II test, the total score was 3373 and the number of the students who took the test was 42, so the mean of the students was:

$$\overline{X} = \frac{3373}{42} = 80.31$$

The mean of students' score in Orientation test was the lowest (51.17), and the mean of Cycles I and II was 69.05 and 80.31. The mean of students' score was

increased from 51.17 to 80.31. It means that the students' competence in speaking was improved.

In Orientation test, the lowest score was 31 and the highest was 66. In Cycle I test, the lowest score was 38 and the highest one was 77. In the Cycle II test, the lowest score was 63 and the highest one was 90. The comparison of students' competence in speaking can be seen in the Table 2.

Table 2. A comparison of the students' speaking competence score.

Name of Test	Lowest Score	Highest Score	$\sum X$ (the total score)	N (the number of students)	X (the mean score)
Orientation test	31	66	2149	42	51.17
Cycle I test	55	87	2900	42	69.05
Cycle II test	69	94	3373	42	80.31

Then, to categorize the number of the competent students who got the about standard minimum score (65), the following formula was applied:

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

Where:
P = the percentage of those who get point up to 65
R = the number of those who got point up to 65
T = the total number of the students.

In the Orientation test, the competent students with the score above 65 were 5 students, and the percentage was:

$$PO = \frac{5}{42} \quad x\ 100\% = 11.90\%$$

In Cycle I, the competent students with the score above 65 were 26 students, and the percentage was:

$$PI = \frac{26}{42} \quad x\ 100\% = 61.90\%$$

Whereas, in Cycle II, the competent students with the score above standard minimum (65) was 42 students, the percentage was:

$$PII = \frac{42}{42} \quad \text{x } 100\% = 100\%$$

The students were said competent if they passed the lesson and got the score above the Mastery of Minimum Criteria (*Kriteria Ketuntasan Minimum*: _KKM_). The English teacher made score 65 as KKM in this subject. The percentage of students who got the score above 65 also showed the improvement of the students' score from the first to the last meeting. It can be seen in the Table 3 below:

Table 3. The percentages of the students who Got the score above 65.

Test	Number of the students who got the score above 65	Percentage
Orientation test	5	11.90%
Cycle I test	26	61.90%
Cycle II test	42	100%

Table 3 presents the percentage of the students who got score above 65 was 11.90% (5 students) in Orientation test, 19.05% (8 students) in Cycle I test, and the percentage of the students who got score above 65 was 100% in Cycle II test. It can be concluded that, there was an improvement about 88.10% from Orientation test to Cycles I and II tests.

After analyzing all the data, it can be concluded that the students' competence in speaking procedure text improved for each students from Orientation test to Cycles I and II tests by using Video. The students who got the improvement score about 19-28 and 29-39. It was 19 students (45.24%) of the students who got improvement about 19-28 points. The improvement of the score was not too high but their score kept on improving. The students were quite good in speaking English especially speaking about a procedure text. But some students were not active in the class. They did not pay serious attention to the teacher's explanation during the teaching-learning process and they did not ask the teacher if they didn't understand. Then, there were 23 students (54.76%) who got the improvement scores about 29-39. They were serious during the

teaching-learning process and learned from their mistakes in Cycle I test. The students were more serious in studying English.

Based on data analysis, it can be concluded that all the students got the improvement on their score from Orientation test to Cycles I and II tests..

Analysis of qualitative data

The qualitative data were analyzed based on the observation sheet, interview, questionnaire, and diary notes. Observation sheets showed the activities that were done in every cycle, whether the action has been implemented based on the lesson plans or not. The writer worked together with the collaborator checked the observation sheet and the collaborator gave the additional notes while observing the teaching-learning process.

There were two interview sessions conducted. The first interview was done in the first meeting and the second interview was done in the last meeting. The first interview sheet showed the students' comments about speaking, procedure text, and the problems and difficulties in speaking procedure text. The second one of interview showed the students' comments about using video in teaching-learning procedure text.

This questionnaire was intended to know the students interest in learning procedure text by using video during the teaching-learning process, while diary notes were written up by the writer in every meeting during the conduction of the research. Diary notes were used to evaluate the students' condition during the teaching-learning process was running. They were also useful for the writer to see the students' progress when the research was conducted.

Research Findings

The findings of the research show that video could improve the students' speaking competence in a procedure text. It was proved by the data which is shows the mean of the students in Cycle II test (80.31) was higher than the mean of the students in Orientation test (51.17) and Cycle I test (69.05). Observation sheets, interview, questionnaire, and diary notes also supported that by using video as a media could improve the students' competence in the teaching-learning speaking in a procedure text. It was shown by the students' comments and attitude during learning speaking. They

were more enthusiastic each day, also they were more active day by day and more excited and interested in learning speaking based on a procedure text.

The writer as the teacher in this research continuously motivated the students to give their best during the teaching-learning process. The teacher also asked the students to ask questions if they did not understand about speaking a procedure text or everything about vocabulary. The teacher warned the students who could not control their behavior during the teaching-learning process.

As a reflection, the teacher should improve her ability in teaching speaking a procedure text by using video and the students were more active and more enthusiastic in speaking during the class.

CONCLUSIONS AND SUGGESTIONS
Conclusions

After the data analyses and based on the research findings, some conclusions are drawn specifically on the use of video in teaching speaking a procedure text.

1. Video is a good media to be applied in teaching speaking a procedure text. After analyzing the data, it was found out that the students' speaking score improved from Orientation test to Cycles I and II. It means that there was an improvement on the students' competence on speaking procedure text test by using Video.

2. It is shown from the improvement of the mean of students' score. The mean of students' score in Orientation test was 51.17. The mean of students' score in Cycle I test was 69.05 and the mean of students' score in Cycle II was 80.31. The analysis of quantitative data showed that the scores improve from the first test to the last test eventually.

3. Furthermore, it was also proved through the observation sheet, interview, questionnaire, and diary notes which indicate there was an improvement in learning result through using video in the teaching-learning process from Orientation to Cycles I and II. Therefore, Video could significantly improve the students' competence in speaking a procedure text.

Suggestions

The results of this study show that the use of video improves the students' competence in speaking a procedure text. Some suggestions are directed to:

a. the English teachers are recommended to use video as a media in teaching speaking because this media is not only provide sounds, but also it provides pictures, gestures, facial expression that give more understanding about what was happening it that video, so that the students can expand the ideas easily.

b. the students should have more confidence in exploring their ability and ideas in speaking, and toward when making mistakes in their speaking because learning from one's experience.

c. Other researchers are suggested to carry out a more in-depth study on the use of Video in other text types and for some ways and understanding in improving the speaking competence in reporting a procedure text by using Video.

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