

**IMPROVING STUDENTS' SPEAKING SKILL
OF PROCEDURE TEXTS THROUGH
VIDEO BASED ORAL ACTIVITIES
AT GRADE XI OF AUTOMOTIVE DEPARTMENT CLASS B
OF SMK NEGERI 1 PADANG**

Thesis



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This Thesis is submitted to Fulfill One of the Requirements to Obtain
A Degree of Magister Pendidikan

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
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ABSTRAK

Yenmalinda, 2011. Meningkatkan Keterampilan Berbicara Siswa Dalam Teks Procedure Melalui Video Berdasarkan Kegiatan Oral Pada Siswa Jurusan Otomotif Kelas XI B SMK N 1 Padang. Tesis. Pogram Pasca Sarjana Univesitas Negeri Padang

Salah satu keahlian dalam bahasa adalah berbicara. Berbicara mempunyai peran penting dalam komunikasi. Akan tetapi, sebagian besar siswa jurusan otomotif kelas XI B pada SMK N 1 Padang mempunyai kemampuan yang rendah dalam berbicara. Oleh sebab itu penelitian ini bertujuan untuk mengidentifikasi apakah video bedasarkan kegiatan oral dapat meningkatkan kemampuan berbicara siswa dalam teks procedure pada siswa jurusan otomotif kelas XI B SMKN 1 Padang dan mengidentifikasi faktor apa saja yang mempengaruhi peningkatan keterampilan berbicara siswa melalui video ini.

Penelitian ini adalah penelitian tindakan kelas. Penelitian dilaksanakan dalam dua siklus. Dalam pelaksanaannya peneliti dibantu oleh seorang kolaborator dalam membuat perencanaan, penerapan, pengamatan dan membuat refleksi. Selain itu, penelitian menggunakan tes berbicara dalam teks procedure, lembaran observasi, catatan lapangan dan wawancara sebagai instrument peneltian.

Data dalam penelitian ini di analisis melalui dua teknik. Data kuantitatif dianalisis dengan menggunakan rumus persentase untuk mencari nilai rata rata sehingga diketahui nilai rata rata yang dicapai siswa melalui tes berbicara dalam teks procedure. Sementara data kualitatif dianalisis melalui data yang diperoleh dari observasi , catatan lapangan dan wawancara yang dilakukan terhadap beberapa siswa.

Hasil temuan dalam penelitian ini menunjukan bawa keterampilan berbicara siswa dalam teks procedure meningkat melalui kegiatan oral yang dilakukan dengan video. Pada siklus pertama ditemukan skor rata rata keterampilan berbicara siswa 57.27. Karena hasilnya belum memuaskan, maka penelitian dilanjutkan ke siklus kedua. Beberapa perbaikan pada proses belajar mengajar dilaksanakan untuk mengatasi kelemahan yang ditemukan pada siklus pertama. Pada siklus kedua skor rata-rata keterampilan siswa meningkat jauh lebih baik menjadi 70.25. Peningkatan tersebut dipengaruhi oleh beberapa faktor yakni media, aktivitas dalam kelas, materi, pengelolaan kelas dan pendekatan guru. Dengan demikian dapat disimpulkan bahwa penggunaan video yang berdasarkan kegiatan oral mampu meningkatkan keterampilan berbicara siswa dalam teks procedure dengan baik pada siswa jurusan otomotif kelas XI B SMK N 1 Padang.

ABSTRACT

Yenmarlinda, 2011. Improving Students' Speaking Skill of Procedure Texts Through Video Based Oral Activities At Grade XI of Automotive Department Class B of SMK N 1 Padang. Thesis. Graduate Program. State University of Padang.

One of language skills that should be mastered by the language learner is speaking. It plays the central role in communication. However most of students at grade XI of automotive department class B of SMK N 1 Padang had low speaking skill of procedure texts. Therefore, the purposes of this research are to identify whether video based oral activities can better improve the students speaking skill of procedure texts at grade XI of automotive department class B of SMK N 1 Padang and to identify what factors influence the improvement of student's speaking skill through video based oral activities.

This research is a classroom action research. It was done in 2 cycles. In conducting the research, the researcher was helped by a collaborator in doing the plan, action, observation and reflection. To collect the data the researcher used speaking test, observation checklist, field note and interviews as the instrument in this research. The data were analyzed by using two techniques. The quantitative data was analyzed by using the formula mean score to see the average score gained by the students speaking test. Meanwhile, the qualitative data was analyzed through data gotten from observation, field note and interview which was done to a few students.

The finding of this research showed that the students' speaking skill of procedure texts improved through the use of video in classroom activities. At first cycle, it was found that the average score of students' speaking test is 57.27. Because that result was not satisfied yet, the research was continued to the second cycle. Some improvement toward the teaching and learning process were made to solve the weaknesses found during the first cycle. In the second cycle, the average score of students speaking skill test improved better became 70.25. The improvement was influenced by several factors. They were media, classroom activities, material, classroom management, and teacher's approach. Therefore, it can be concluded that using video based oral activities can better improve the students speaking skill of procedure text at grade XI of automotive department class B of SMK N 1 Padang.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis ini, dengan judul " Improving Students Speaking Skill of Procedure Texts Through Video Based Oral Activities At Grade XI of Automotive Department Class B of SMK N 1 Padang" adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri padang maupun di perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing /Tim Penguji.
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Padang , Agustus 2011

Saya yang menyatakan,

Yenmarlinda
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Padang, August 2011

The researcher

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Table 1: Indicator of Speaking Test of Procedure Text

Indicators	Score	Description
Vocabulary	5	Use appropriate and specific vocabulary in providing essential information
	4	Sometimes use in appropriate vocabulary in explaining the process
	3	Frequently use the wrong word: the process somewhat limited because of inadequate vocabulary
	2	Use inappropriate vocabulary and it makes comprehension difficult
	1	Limited vocabulary, so that explaining the process cannot be done
Grammar	5	Make few (if any) noticeable errors of grammar or word order in explaining the process
	4	It sometimes make grammatical and word order error, but it does not influence the meaning
	3	Make fluent error of grammar and word order which is occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult. It must often rephrase sentences and/ or restrict himself to basic pattern
	1	Error in grammar and word order, so that it is difficult to be understood
Pronunciation	5	Easy to understand
	4	Easy to understand although having certain accent
	3	Problem in pronunciation that makes listeners should concentrate and occasionally lead to misunderstanding
	2	It is hard to understand because of pronunciation problem and often to be asked to repeat
	1	Serious pronunciation problem and it cannot be understood
fluency	5	Speak fluent
	4	It seems that the fluency is not so fluent
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant: often forces into silence by language limitation

	1	Speaking is so hating, so the conversation cannot be done
Comprehension	5	All essential information provided clearly and without ambiguity. So it appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetitions
	2	It is difficult to understand the speech, it can be understood just for general and with frequent repetition
	1	It cannot be understood although it is just simple explanation

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of language skills that must be mastered by any foreign language learner is speaking. It plays a central role in the process of communication. One who is able to speak in English will be judged as the one who is capable in English as a whole. Skillful in speaking English will contribute to his/her better social relationship even with the people in different nations. In other word, it can be said that speaking is an indicator for someone to be successful in learning a language.

On the other hand, phenomenon can be seen from the National Examination. There are only items for listening, reading and a little bit for writing skill, but no item for speaking. Although it has been proved that the learner got high score for listening and reading, they cannot speak English well. This situation happens because there is no space for speaking skill to be measured. Thus, the teacher feels no responsibility to sharpen their students speaking skill in the classroom. Actually, making the students able to speak English at least for their daily activities is the teacher big job. Teacher has to create the activities and opportunities to improve students speaking skill in his/her instruction. She/he also has to find appropriate media and technique to evoke their student's willingness to speak in English. Teacher can do many things to improve the student's skill especially in speaking.

Vocational high school is the school which has to prepare its students to have skill for entering the job in work place both in national and international firm

based on their major. Furthermore, according to curriculum 2004, the aim of teaching English at vocational high school is to develop communicative competence in order to make the students be able to communicate in English both spoken and written language. Thus, the students have to be given the skill in English especially in speaking skill, because almost all the companies right now put skillful in English both spoken and written as the priority requirement to be considered as the best applicant. The students of vocational high school are prepared to be able to do their job well later on in the world place. Therefore, there are many activities done for this reason. They are sent to have many experiences to other companies and they hold workshop. Those activities are done to enhance their experiences to be ready in the work place because by having training in a company or workshop they will have life skill. In the company, they will see directly how something is done and how to do something well.

Being prepared to work in workplace well, vocational high school students must have skill in doing their job. To do the job means knowing how something done. It has a closer relationship with procedure text. Procedure text is giving the information about how to inform and direct someone on how to do something or how to achieve a goal. Besides that studying procedure text in English will give many contributions to the students because there are many phrases and words in their work are stated in English, especially in automotive work. When they have skill both in doing something and speaking English, of course, the company will consider them much to be their worker. They will be called as skillful workers.

Although having speaking skill in English is the key to be successful to win job in the work place, the main problem now is that some graduation students of vocational high school cannot win the job. It happens because they do not have sufficient skill to compete with other graduation even skill in speaking English.

Based on the writer's teaching experience at SMK 1 Padang, it is found that most of the students at grade XI are still lack of ability to speak in English. It is shown from their test result of speaking which is lower than KKM (*Kriteria Ketuntasan Belajar*). The KKM for English lesson at SMK 1 Padang is 65. It is based on intake of the students, supporting of school and complexity. The students only get average of 46 for their final test result. Thus, they should be given improvement and enrichment for the students who get score under KKM.

Moreover, at the beginning of the second semester of academic year 2010/2011, the researcher did an informal interview about the difficulties of studying English. In that interview the researcher asked 5 questions. From 25 students, only 3 students could answer the questions fluently. It means that only 12% of students could speak English well because they could answer the question without having any reluctant. The rest that was 88% of students could not answer the questions orally. It means that they could not express their idea freely and fluently.

From the test result and interview above, it can be concluded that the students especially the students at grade XI of automotive class B at SMK 1 Padang have problem in speaking English. They cannot express their ideas, opinion, feeling and telling something orally even though in the simplest sentence.

They are nervous because they were afraid of making mistakes. They do not have self confidence to speak.

Actually there are some factors that influence these conditions. First, the students have problem with vocabulary. They have lack of vocabulary. Their mastery of vocabulary is very low. So they do not know what to say because of limited vocabulary. They always spend much time to open dictionary finding new vocabulary. They try hard only to memorize word by word without any ideas to use them in communication. The second factor is that they always think about the grammar when they speak. They still think about tense of sentence when they want to say something. So they spend their time only to be busy of thinking grammar. The third factor is their motivation to speak in English is very low. They do not want to use their English to communicate with their friends. They always feel shy to say something with their friends. According to them, English is not their language so when their friend is trying to speak in English they will laugh at him. It makes them lazy to practice English. The fourth factor is that they are afraid of making mistake in pronunciation. English pronunciation is very different from Indonesia language. The last factor is teaching and learning process which is not supported by appropriate media. The teacher rarely uses appropriate media to make students more enthusiastic to study. She/he only uses simple picture, real object in teaching. Actually, to make the instruction be alive, the teacher has to find appropriate media to make the learning more authentic. With the authentic media such as video the students can feel that they are in real situation.

Video is one of media in which the teacher can use to make student more interested in studying the language. Hemey in Cakir (2006) states that students like video because its presentation is interesting, challenging and stimulating to be watch. Moreover, she states that video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communication situation. Video makes meaning clear by illustrating relationships in a way that is not possible with word is worth a thousand words. From the opinion above it is concluded that video can give many contributions to the students who are studying the language. The students can see the real communication, situation which will make them challenged to know something. They can understand the meaning of the word by seeing the illustration of picture and they can see how people do something in their culture in which they are learning the language.

There are many videos are made to give the information about how something is done. Vocational high school students study about how to do something because they are prepared to be able to do something on their job. Therefore, seeing how to do a job through video will be very helpful for them. Much information can be used to guide the students to do their job. By watching the video the students can see the real situation in the work place, how the job done by someone, what properties should be used and other. Through video the students can get experience in doing something. They will study the steps in doing something and by seeing that step on the video they will be able to do and imitate that job well. Moreover, they will not only study how something is done but also study the language that the one use when explaining their job.

Based on the problem above, the writer concludes that the students should be given many experiences to be skillful. One of the experiences can be gained from viewing the video. The teacher should find ready-made video to fulfill the students need on doing their job. It is assumed that by giving procedure text through video can improve students speaking skill, because through video the procedure text can be viewed lively both the way to pronounce the word and real situation of the spoken text. From procedure text through video the students are hoped to be able to comprehend what they have seen and it is hoped the students can be motivated more to create their own process based on what they have viewed trough video. Their speaking skills hopefully improve.

To make the students comprehend more about the video content there should be oral activities created to support the video application in the classroom. From the video the students can listen the pronunciation, juncture, intonation and accent, view the context of the language being learned. They also can view the way of the job being done on the procedure text. Then they can state some ideas that they have got from the video to their friends or teacher. Thus, oral activities which support the video application in learning language can train students' pronunciation, comprehension and fluency to be better. Students' vocabularies mastery hopefully increases well.

Therefore, the researcher is interested in using video as media in teaching English which will be supported with the oral activities. So the title of this research is improving students' speaking skill on procedure text through video based oral activities at grade XI of automotive department class B of SMKN 1 Padang.

B. Identification of the Problem

There are some problems that make the students of vocational high school cannot speak English well. It is assumed that the problem may derive from the students. The students have low vocabulary mastery. They do not know what to say in English. They do not know how to express their thinking, feeling and opinion, because of limited vocabulary. Then, the students think too much about the grammar. They cannot say their idea freely. The third, they have lack of motivation to speak English, they do not use their English with friends even the teachers. They feel shy to speak in English. The last is English pronunciation which is different from Indonesia language, so they are afraid of making mistakes in pronunciation.

The problem also derives from the media used by teacher. Teacher could not use appropriate media to support the teaching and learning process. Some media still cannot improve the students speaking skill. Therefore, there may be problems in the use of media in the process of teaching and learning in the classroom.

C. Limitation of the Problem

Based on the identification of the problem above, the writer limits the problem on improving students speaking skill of procedure text by using video based oral activities at grade XI of automotive department class B of SMK Negeri I Padang.

D. Research Question

The problem of this research is formulated as follow:

1. To what extent can video based oral activities improve students' speaking skill of procedure texts at grade XI of automotive department class B of SMK N1 Padang?
2. What factors influence the changes of student's speaking skill of procedure texts by using video based oral activities at grade XI of automotive department class B of SMK N 1 Padang?

E. Purpose of the Research

The purposes of this study are:

1. To identify whether video based oral activities can improve students' speaking skill of procedure text at grade XI of automotive department class B of SMK Negeri I Padang.
2. To identify the factors that influence the changes of students' speaking skill of procedure texts at grade XI of automotive department class B of SMK Negeri I Padang.

F. Significance of the Research

The result of this study hopefully gains practical value for English teachers. It can be source/guidance to teach speaking in the classroom. It will be useful to motivate other English teachers to be more creative in choosing the

media in teaching and learning process. It can be useful for English teachers to make the students interested in learning English.

For the student, this study hopefully can lead the students to use the video as a model to improve their vocabulary, grammar, pronunciation fluency and comprehend of English. The students will be motivated to study procedure text to improve their English in doing the job. And for the school, this study will solve the problem of the student speaking skill gradually.

G. Definition of the Key Term

There are some key terms used in this study. They are:

1. Speaking skill is the ability of automotive students class B at grade XI to use the English language orally on explaining the process/procedure to do a job.
2. Procedure text is a kind of text which explains how to do a job/something through a series of steps.
3. Video is a media that is used in the classroom for teaching speaking skill which contains of recorded sound and picture gained from youtube.web. This is ready-made video contains of recorded procedure in doing an automotive job.
4. Oral activity is the activity provided to support the use of video application in the classroom. It makes the students listen and view to the video and state based on the video content.
5. Automotive department is one of departments in SMK N 1 Padang which studies about automotive job.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This action research was done in SMK N 1 Padang at grade XI of automotive department class B. The finding of the research showed that all the indicators of speaking skill of procedure text: vocabulary, grammar, pronunciation, fluency comprehension generic structure, temporal conjunction and imperative sentences got better improvement in each cycle of the research. Based on the data finding and discussion of the students' speaking skill on procedure text by using video based oral activities during the two cycles of classroom action research, it can be concluded that the use of video based oral activities improve the students' speaking skill of procedure text at grade XI of automotive department class B SMK N 1 Padang.

Furthermore, the improvement of students' speaking skill of procedure text through video based oral activities was supported by six important factors. The first factor is the use of media in teaching speaking on procedure text. In this classroom action research video was one dominant media use in teaching speaking. Most of students admit that video can give them model to practice in speaking. Moreover, most of them agreed that video could be better improving their motivation to speak well on the procedure in doing a job. The second factor is helpful classroom oral activities. The researcher created useful oral activities to motivate students in learning speaking skill better. The third factor is materials taught in this research. By having useful material, the student felt that they need to participate in classroom to understand what they are learning in their major. The fourth factor is good

classroom management. Teacher's guidance and control improved the student's motivation to study in the classroom. The last factor was teacher's approach and strategy. The teacher tried hard to have good approach to make the student felt release to say what they would say in explaining the procedure

B. Implication

Based on the finding and conclusion of this research, it can be concluded that students' speaking skill of procedure text could be improved by using the video based oral activities at grade XI of automotive department class B of SMK N 1 Padang. Based on this conclusion, there are two kind of implication of this research. They are (1) video can be used as a media in improving students speaking skill of procedure text. (2) It becomes a new consideration for English teacher to use this media especially in the same class and some condition.

C. Suggestion

Based on the finding and discussion of this research in applying the video based on oral activities to improve students' speaking skill of procedure text, the researcher suggests the following:

1. The researcher as an English teacher to use the video as one of media in her teaching and learning process, because the video had been proven to improve student's speaking skill of procedure text better.
2. The teachers should be more tolerate, responsive, creative in using media that can improve the teaching and learning process: in this case, the

researcher should use video in teaching speaking skill for other kinds of text in order to make improvement in English speaking skill in general.

INDICATOR OF SPEAKING TEST OF PROCEDURE TEXT

Indicators	Score	Description
Vocabulary	5	Use appropriate and specific vocabulary in providing essential information
	4	Sometimes use in appropriate vocabulary in explaining the process
	3	Frequently use the wrong word: the process somewhat limited because of inadequate vocabulary
	2	Use inappropriate vocabulary and it makes comprehension difficult
	1	Limited vocabulary, so that explaining the process cannot be done
Grammar	5	Make few (if any) noticeable errors of grammar or word order in explaining the process
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	1	Error in grammar and word order, so that it is difficult to be understood
Pronunciation	5	Easy to understand
	4	Easy to understand although having certain accent
	3	Problem in pronunciation that makes listeners should concentrate and occasionally lead to misunderstanding
	2	It is hard to understand because of pronunciation problem and often to be asked to repeat
	1	Serious pronunciation problem and it cannot be understood
fluency	5	Speak fluent
	4	It seems that the fluency is not so fluent
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant: often forces into silence by

	1	language limitation Speaking is so hating, so the conversation cannot be done
Comprehension	5	All essential information provided clearly and without ambiguity. So it appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetitions
	2	It is difficult to understand the speech, it can be understood just for general and with frequent repetition
	1	It cannot be understood although it is just simple explanation

90	91	92	93	94	95	96	97	98	99	
100	101	102	103	104	105	106	107	108	109	
110	111	112	113	114	115	116	117	118	119	
120	121	122	123	124	125	126	127	128	129	
130	131	132	133	134	135	136	137	138	139	
140	141	142	143	144	145	146	147	148	149	
150	151	152	153	154	155	156	157	158	159	
160	161	162	163	164	165	166	167	168	169	
170	171	172	173	174	175	176	177	178	179	
180	181	182	183	184	185	186	187	188	189	
190	191	192	193	194	195	196	197	198	199	200

	Integrated Skill	Integrated Skill
Integrated Skill	Integrated Skill	Integrated Skill

APPENDIX 6

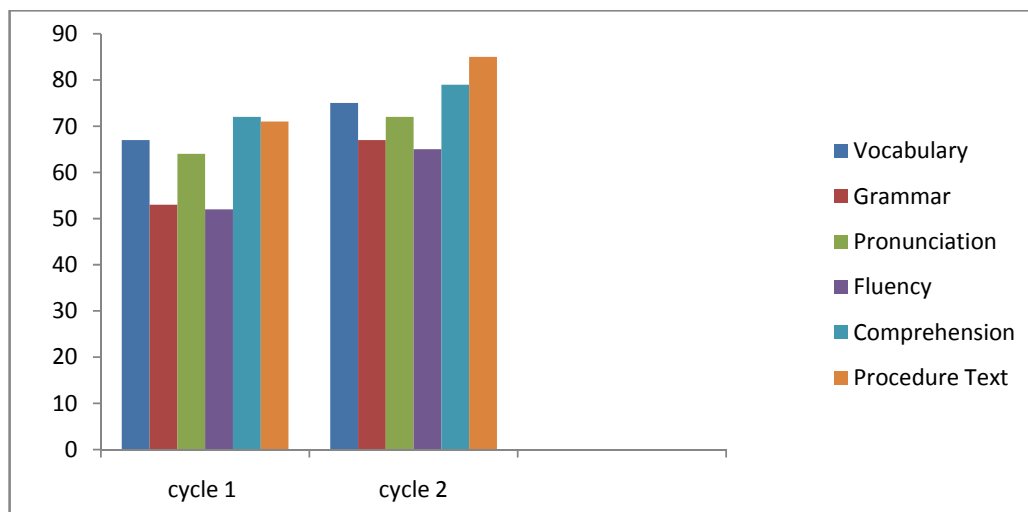
The result of the speaking tests indicator every cycle is described as follow:

Table 13: Speaking Test Result of Cycle 1 and Cycle 2

No	Indicators	Cycle 1	Cycle 2
1	Vocabulary	67	75
2	Grammar	53	67
3	Pronunciation	64	72
4	Fluency	52	65

5	comprehension	72	79
6	Procedure text	71	85

Figure 17: The Students Speaking Test From Cycle 1 and Cycle 2



The figure above shows there is significant improvement of the students' speaking skill indicator. It can be seen from the rising of each indicator score on the above figure. The indicators score on cycle 2 is higher than in cycle 1. It means that there is improvement in each indicator score of the speaking skill of procedure texts.

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