IMPROVING STUDENTS' SPEAKING ABILITY OF THE THIRD YEAR STUDENTS OF ACCOUNTING BY USING VIDEO
AT SMK NURUL FALAH PEKANBARU

THESIS

BY

NORITA
NIM 1109781

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ABSTRAK

Norita, 2015. Meningkatkan KemampuanBerbicara Bahasa Inggris pada Siswa Kelas XII Jurusan Akuntansi melalui Penggunaan Video di SMK Nurul FalahPekanbaru. Tesis.Program PascasarjanaUniversitas Negeri Padang.

Siswa di kelas peneliti gagal mencapai KKM untuk kemampuan berbicara. Mereka adalah 32 orang siswa yang duduk di kelas XII jurusan Akuntansi 1 pada SMK NurulFalahPekanbaru.Oleh karena itu, tujuan pelaksanaan penelitian inia dalah untuk menentukan sejauhmana penggunaan video bisa meningkatkan kemampuan berbicara merekadan untuk menjelaskanfaktor-faktor yang mempengaruhi perubahan peningkatan kemampuan berbicara siswa selama penggunaan video.Penelitian ini dilaksanakan dengan desain penelitian tindakan kelas, meliputi perencanaan, pemberian tindakan, pengamatan, dan refleksi-selama dua siklus.Pada setiap siklus, seorang mitra mengajar membantu peneliti dalam mengumpulkan data kualitatif dan kuantitatif.Data kualitatif dikumpulkan dengan menggunakan lembaran observasi untuk guru dan siswa. Selain itu, catatan lapangan dan wawancara juga digunakan untuk mengumpulkan data kualitatif. Kemudian, data kuantitatif dikumpulkan dengan memberikan tes pemahaman membaca narrative teks. Data kuantitatif dianalisis dengan mengkalkulasikan untuk mencari nilai rata-rata untuk menjelaskan peningkatan setiap indicator pemahaman berbicara disetiap siklus. Data kualitatif dianalisis melalui membaca/memberikan memo, mendeskripsikan, mengelompokkan, dan menginterpretasikan. Hasil dari analisis kuantitatif dihubungkan dengan hasil analisis kualitatif untuk menjelaskan faktor-faktor yang mempengaruhi peningkatan secara kualitatif. Setelah melakukan penelitian ini selama dua siklus, temuan selama dua siklus menunjukkan bahwa penggunaan video meningkatkan semua indicator berbicara siswa. Selain itu, faktor-faktor yang mempengaruhi peningkatan kemampuan membaca siswa selama dua siklus juga diperoleh, yaitu, media, material dan motivasi berbicara siswa. Faktor-faktor yang diidentifikasikan ini semestinya di pertimbangkan ketika menggunakan video untuk meningkatkan kemampuan berbicara siswa.
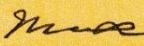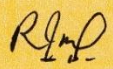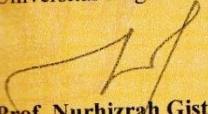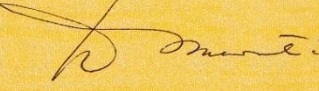
ABSTRACT

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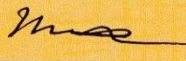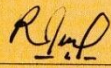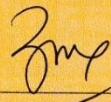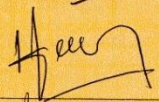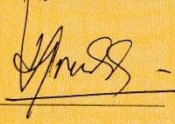
Students in the researcher class failed to reach the KKM of speaking ability. They were 32 students of the third year students of Accountant 1 of SMK Nurul Falah Pekanbaru. Therefore, the purposes of carrying out this research were to find out to what extent using video can improve the students' speaking ability and to explain the factors that influence the changes of their speaking ability during the use of video. This research was carried out in the design of classroom action research that involved planning, action, observation, and reflection-, for two cycles. In every cycle, a collaborator helped the researcher to collect qualitative and quantitative data. The qualitative data were collected by using observation sheets for the researcher and the students. Besides, field notes and interview were also used to collect the qualitative data that out of the observation sheets. Then, the quantitative data were collected by speaking tests. The quantitative data were analyzed by calculating to find out mean for describing improvement of each indicator of speaking in each cycle. The qualitative data were analyzed through reading/memoing, describing, classifying, and interpreting. The results of quantitative analysis were related to the results of qualitative analysis in order to explain the factors that cause the improvement qualitatively. After carrying out this research for two cycles, the results of the research for 2 cycles showed that Video improved all indicators of speaking ability. Besides, it was also found that the factors influencing the changes of the students' speaking ability during the use of video were media, materials and the students' speaking motivation. Therefore, these identified factors should be considered when using video to improve students' speaking ability.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Norita*

NIM. : 1109781

Nama	**Tanda Tangan**	**Tanggal**
Prof. Dr. H. Mukhaiyar Pembimbing I		8/5 2015
Dr. Raida Johar, M.A. Pembimbing II		18/4 -2015

Direktur Program Pascasarjana
Universitas Negeri Padang

Prof. Nurhizrah Gistituati, M.Ed., Ed.D.
NIP. 19580325 199403 2 001

Ketua Program Studi/Konsentrasi

Dr. Desmawati Radjab, M.Pd.
NIP. 19501231 197703 2 002

PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1	Prof. Dr. H. Mukhaiyar *(Ketua)*	
2	Dr. Raida Johar, M.A. *(Sekretaris)*	
3	Prof. Dr. M. Zaim, M.Hum *(Anggota)*	
4	Dr. Hamzah, M.A., M.M. *(Anggota)*	
5	Prof. Dr. Syafruddin, M.Pd. *(Anggota)*	

Mahasiswa

Mahasiswa	:	*Norita*
NIM.	:	1109781
Tanggal Ujian	:	4 - 3 - 2015

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Padang, 04 Maret 2015

Saya yang menyatakan,

Norita

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an important skill in foreign language learning. Students are expected to be competent and to develop speaking skill in both formal and informal situations in English speaking. Speaking is one of the four English basic skills that should be studied by the students since they were elementary until the university level, especially at SMK Nurul Falah Pekanbaru because the students will face material in their main subject.

Vocational school is the school, which has to prepare the students to have skill for entering the job in work place both in national and international firms based on their major. Teaching and learning English at vocational schools is intended for specific or vocational purpose. Teaching English at vocational school must focus on practical application and it should be students centered in teaching and learning processes.

Accounting is one of the majors at SMK Nurul Falah, which consist of 32 students. They have 4 hours English subject in a week. In English subject, they use a textbook as a media in teaching and learning process published by Erlangga and other sources created by the teacher. On their textbook, there are four skills for each unit, they are listening, speaking, reading, and writing. One of skills will be discussed in this research is speaking.

Related to that, the teacher as the researcher concerns with her students' problems in speaking and focus to solve them in improving students' ability in speaking. Therefore, some factors that are regarded as teaching as speaking problem faced by her students are identified in order to improve them. Thus, the students' speaking ability was measure through speaking test to know their starting point it was admit that starting point is needed before improving something.

Based on the test, it is found that most of the students at the twelve grade of Accounting have some difficulties in speaking ability. The researcher's target was above the passing grade, which was up to 70 points. As a result, most of the students did not achieve the targeted passing grade. The results of the task showed that most of their scores ranged from 44 to 64 points. It was found that only 28% of the students achieve the passing grade. Particularly, the students' grammar was 57.5, the students' vocabulary was 62.5, the students' comprehension was 58, the students' fluency was 60, and the students' pronunciation was 59.4. Therefore, it was implied that improvement was needed.

Having interviewed with some of the students, the researcher got some information that there were some factors, which cause them, unable to speak English. First, they had low motivation to learn English. They concluded that English is a difficult subject. They did not have self-confident to their ability to speak, because they have lack of the number of vocabulary. Second, they did not have input of English in their environment. In everyday life, they just communicate in their own language.

Furthermore, it was also identified from the result of the researchers' direct observation, when the teacher asked the questions for the class or asked them to make a dialog and expect the students' answer, in fact, only a few students responded. Actually, they understood the questions and knew the answers, beside, it was found, and many students had difficulties in understanding and practicing English. the students could not use the expression well during English class either with their English teacher or with their friends at school. Students could not use the correct vocabulary and grammar in English conversation or monologue. When the teacher greets the students by using English, some of them are still respond by using Indonesian language and some just keep silent. When the teacher gives instructions and explanations by using English, they looked confused, and some cannot understand what the teacher says or explain. While they were given questions in English, just a few of students could answer those questions in English.

The problems were not only from the students but also from the procedure of teaching speaking. Some weaknesses in the procedure of teaching speaking were identified. It was assumed that the teacher did not apply appropriate teaching techniques strategies for teaching speaking. Usually, in the procedure of teaching speaking, a group of students was memorizing and practicing the dialogue from textbook, speech, translation, using the media and so on.

After interviewing the students regarding the teaching procedure above, it was conclude that the procedure was not interesting for the most of the students it makes most of the students had low motivation in speaking, they argued that In

the classroom, some students sometimes seemed to learn over their head on the table and talked each other. Most of students' felt ashamed of giving their statement or argument when the teacher gives them question. The majority of students got difficulties in finding the correct vocabulary when they were asked to speak. Students had low participation in speaking activities. As a result, their learning achievements were influence negatively. Consequently 71.87% of them failed to reach the "KKM score" (it was 70). In conclusion, theses finding implied that there was need develop the researcher's teaching in order to improve her students' speaking ability.

To develop the teacher is teaching in order to improve the students' speaking ability, numerous strategies and techniques were reviewed. It was focused to find some inspirations for teaching speaking that could help her students in improving their speaking ability.

Based on the problem stated above, the writer has interested to help students in improving their speaking by using video. The benefits of using video in language teaching can expose students to authentic language in natural situation, provides a situational and visual context to language interactions; and expose students to authentic non verbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language. By carrying out this research, it was expected that the theory be put into practice. To conclude, this research was carried out to improve students' speaking ability by using video. And, this research was entitled "Improving Students' Speaking Ability of the Third Year Students of accounting by using Video at SMK Nurul Falah Pekanbaru".

B.   Identification of the Problem

Based on the above background, there are several problems that faced by the students as the main problem to be solved or improved. The problem was caused by some factors. It was found that the identified factors were low understanding of grammar in arranging the sentences, the students got difficulties in finding the correct vocabulary when they were asked to speak, the students confused and did not comprehend what the teacher says or explain when the teacher gives instructions and explanation. The students' pronunciations were not good enough in spoken English. Those factors were also regarded as problems that affected students' ability in speaking. In addition, the teachers'' teaching procedure was inappropriate and uninteresting for most of the students. Therefore, the identified problems were strived to be solved.

C.   Focus of the Problem

In carrying out this research, the researcher was aware that it should be a limitation of the problem to be solved. Therefore, this research was focused on improving students' speaking ability of the third year students of accounting at SMK Nurul Falah Pekanbaru. In addition, the factors influencing the changes of their speaking ability during the use of video were also investigated.

D.   Formulation of the Problem

To carry out this research, some research questions were formulated as follows:

1. To what extent can video improve students' speaking ability of the third year students of Accounting at SMK Nurul Falah Pekanbaru?

2. What factors influences the changes of students' speaking ability during the use of video of the third year students of Accounting at SMK Nurul Falah Pekanbaru?

E. Purpose of the Research

The purposes of this research are as follow:

1. To explain what extent video can improve students' speaking ability of the third year students of Accounting at SMK Nurul Falah Pekanbaru?

2. To explain the factors that influences the changes of students' speaking ability during the use of video of the third year students of Accounting at SMK Nurul Falah Pekanbaru.

F.   Significance of the Research

It was believed that this classroom action research contributed something worthwhile to her professional development, her students, and English teachers.

1. Practically, the researcher herself had invaluable experience in conducting research on the implementation of video in teaching speaking at her own work place.

2. This research also helped the students at third year students of Accounting at SMK Nurul Falah Pekanbaru to improve their ability in speaking.

3. Theoretically, the results of this research were useful for English teachers or other researchers related to TEFL fields especially for teaching speaking using video.

G.   Definition of the Key Terms

1. Speaking Ability

   Speaking ability defines as the ability of students to share, informs, and delivers the information. Furthermore, speaking is the students' ability to declare the massage.

2. Video

   Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning, moving pictures and sounds, which turned on, by using Disc player and television.

3. Improving

   Improving is the effort to make better by taking actions. In this research, improving means the effort to make students' speaking ability get better.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The research that was carried out for two cycles has shown using video improves students' speaking ability of the third year students of Accounting at SMK Nurul Falah Pekanbaru. The findings of this research reveal that:

1. The use of video improves students' speaking ability. The improvements happen to all indicators of speaking after they were taught using video. Their ability in grammar improved from 57.5 to 70.63. Then, their ability in vocabulary improved from 62.5 to 76.87. Then, their ability in comprehension improved from 58.1 to 74.37. Moreover, their ability in fluency improved from 60 to 73.75. in addition, their ability in pronunciation improved from 59.4 to 72.5 .

2. Then, the factors influencing the changes of the students' speaking ability during the use of video were identified. The factors that have important roles in the improvement of the students' speaking ability are media; using media in teaching process is effective to develop the students' background knowledge, it helped students to answer teachers' question about the materials. Then, the materials affected the students' motivate toward speaking, they were spoke a lot during the research and enjoyed the materials. In the other words, the video content or material given helped the students to speak because they have background knowledge, and they understand the

material practically. And the students' speaking motivation, most of the students motivated being involved in the classroom activities when the teacher taught them with videos as a part of the lesson. Their motivation increased their level of interest to do interesting task, and consequently, they practiced to speak a lot. Therefore, these identified factors should be considered when using video to improve students' speaking ability.

B. Implication

The findings of this research confirm video can effectively be used to teach speaking; and consequently, the students' speaking ability improved. Based on the conclusion above, there are two kinds of implications of this research. They are, the use of video is one alternative strategy that can be applied in teaching speaking to improve students' speaking ability. The teacher needs more knowledge to handle classroom in teaching and learning process.

C. Suggestion

The followings are the suggestions that are related to the use of video for improving the students' speaking ability.

1. It is suggested to other teachers, who have the same problems to be solved, for using video for improving their students' speaking ability.

2. Other researchers are suggested to investigate the use of video for improving students' speaking ability in different grades of students at SMK Nurul Falah Pekanbaru.

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