CREATING A VIDEO PROJECT

FOR TEACHING SPEAKING AT SENIOR HIGH SCHOOL

Paper

Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree

By:

SABRINA KHAIRISSA

1201025/2012

Advisor:

Dra. An. Fauzia Rozani Syafei, M.A.

ENGLISH DEPARTMENT

THE FACULTY OF LANGUAGE AND ARTS

STATE UNIVERSITY OF PADANG

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HALAMAN PERSETUJUAN MAKALAH

Judul	:	**Creating a Video Project for Teaching Speaking at Senior High School**
Nama	:	**Sabrina Khairissa**
NIM/ BP	:	**1201025/2012**
Program Studi	:	**Pendidikan Bahasa Inggris**
Jurusan	:	**Bahasa dan Sastra Inggris**
Fakultas	:	**Bahasa dan Seni**

Padang, Februari 2017

Disetujui oleh:

Ketua Jurusan,	Pembimbing,
Dr. Refnaldi, S. Pd., M. Litt.	Dra, An Fauzia Rozani Syafei, MA
NIP. 19680301 199403 1 003	NIP: 19660424 199002 2 001

UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telepon/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Sabrina Khairissa

NIM/ TM : 1201025/2012

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : FBS UNP

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Padang, Februari 2018

Diketahui Oleh,	Yang menyatakan
Ketua Jurusan Bahasa dan Sastra Inggris	METERAI TEMPEL A4C8DAEF87895037 6000 ENAM RIBU RUPIAH
Dr. Refnaldi, S. Pd., M. Litt.	Sabrina Khairissa
NIP. 19680301 199403 1 003	NIM. 1201025

HALAMAN PENGESAHAN

Nama : Sabrina Khairissa

NIM/BP : 1201025/2012

Dinyatakan Lulus Setelah Mempertahankan Makalah di Depan Tim Penguji

Program Studi Pendidikan Bahasa Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

CREATING A VIDEO PROJECT

FOR TEACHING SPEAKING AT SENIOR HIGH SCHOOL

Padang, Februari 2018

Tim Penguji — Tanda Tangan

1. Ketua : Dr. Refnaldi, S.Pd, M.Litt ( )
2. Anggota : Dr. Ratmanida, M. Ed. ( )
3. Anggota : Dra. An. Fauzia Rozani Syafei, M.A. ( )

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ABSTRAK

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Penulis membahas bagaimana menggunakan Video Project sebagai pembelajaran berbicara untuk siswa Sekolah Menengah Atas (SMA). Video Project ini merupakan implementasi dari salah satu model pembelajaran pada kurikulum 2013, yakni Project-based Learning. Pada Project-based Learning, siswa menghasilkan sebuah produk yang kontennya berasal dari pemahaman mereka terhadap materi yang telah diajarkan di sekolah. Maka pada Video Project ini siswa menghasilkan sebuah video yang berisi penampilan kegiatan berbicara berdasarkan materi yang telah diajarkan di sekolah.

Adapun tujuan dari Video Project ini adalah menunjukkan bagaimana guru menerapkan Project-based learning pada pembelajaran speaking dalam bentuk sebuah rekaman video yang berisi berbagai kegiatan berbicara. Dengan menerapkan Video Project ini, guru bisa meningkatkan antusiasme siswa dalam berbicara bahasa Inggris, kelancaran siswa dalam berbicara, dan memperdalam pemahaman siswa terhadap materi berbicara bahasa Inggris itu sendiri. Selain itu, dengan menggunakan teknik ini siswa dapat lebih tertarik dalam berbicara bahasa Inggris karena mereka terlibat aktif dalam satu kelompok pada kegiatan pembelajaran.

Pengajaran berbicara bahasa Inggris menggunakan Video Project terdiri dari lima tahapan, yakni *planning, action, monitoring, uploading, and publishing*. Kegiatan ini didahului dengan pengajaran materi seperti biasa. Namun guru telah memberitahu siswa mengenai kegiatan Video Project yang akan dilakukan setelah seluruh penjelasan materi habis. Usai menerangkan kesembilan materi, kegiatan Video Project dapat dimulai. Guru terlebih dahulu mengelompokkan siswa, kemudian menentukan memilih materi mana yang akan siswa tampilkan secara acak. Setelah mendapatkan gilirannya, siswa mulai menyusun naskah presentasi. Usai menyusun naskah, siswa merekam penampilannya lalu mengedit video tersebut. Setelah perekaman hingga pengeditan, guru mengawasi siswa, memberi masukan, dan membantu apabila siswa mengalami kesulitan. Saat rekaman video telah benar-benar selesai diedit, siswa mengunggah video tersebut ke Internet. Kemudian video tersebut dibagikan melalui media sosial guru serta masing-masing siswa untuk meraih penonton lebih banyak lagi. Siswa mencermati respon yang diterima, baik dari guru, teman-temannya maupun warga internet.

Kata Kunci: *Video Project, Speaking, Teaching Speaking*

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CHAPTER I

INTRODUCTION

1. Background of the Problem

English is one of the subjects taught in schools of Indonesia. The subject consists of four skills: listening, speaking, reading and writing. In teaching, these four skills are taught integratedly. For senior high school students, English is taught two hours in a week. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014 schools in Indonesia is now using curriculum 2013. In this curriculum, the learning experience of the students is based on the scientific approach, starting from observing, questioning, experimenting, associating and then communicating. So, by experiencing a scientific approach in learning, it is hoped that students can participate actively and speak communicatively in learning.

Meanwhile, in speaking activity, teachers use text such as dialogue and monologue. Then, at the end of the learning, students perform role plays as language production. Unfortunately, they just read aloud the dialogue that is already available in the textbook or arrange their own dialogue with the situation that has been directed by the teacher – but they just memorize it. In some instances, the teacher lets the students to determine their own situation, but they e

text when they performed. In monologue text, students organize the text based on topics that have been discussed during the lesson. Once the texts are ready, students present them in front of the class. By merely composing and then presenting their task, it would bore the students because these activities have less variation. This monotonous speaking activity could make students less motivated. Moreover this activity doesn't help the students reflect the communicative function of speaking. Therefore, there has to be an activity that makes students interested to speak English communicatively.

Meanwhile, in curriculum 2013, there are three learning models that can be applied by teachers, which are problem based learning, inquiry based learning, and project based learning. In problem based learning, students find a solution of a problem regarding related subjects.Then, in inquiry based learning, students build questions to develop their understanding. And then, in project-based learning students create a product as a result of their understanding of a learning material.

Therefore, writer proposes video project for speaking activity in classroom. This video project is based on project based learning, where students produce a video that contains about communicative speaking activity. The content of the video is the result of the students' understanding of speaking materials that have been taught. This video project is similar with video blog. The video blog, or better known as vlog, is the form of video with short texts as explanation. In the vlog, people tell about many contents like music, hobbies, daily activities, beauty care, makeup and others. People who created those contents are called content creators.

There are many content creators who make interesting videos on the Internet, and their content attracts large audience. Different types of responses appear to their video content as well.

Looking at the phenomenon, teachers can use this to develop the speaking activities that engage every single student in the classroom. This is also in line with the communicating stage where students should present the report in the form of a chart, diagrams, or graphs; preparing reports written; and presents reports including processes, results and conclusions orally. Teachers could make a video project by publishing all of the talking activities to the internet.

B. Formulation of the Problem

The problem of this paper was formulated in the following question: “How do teachers use the Video Project in teaching speaking?”

C. Purpose of the Paper

The purpose of the paper is to explain how teachers will use the video project in teaching speaking.