THE EFFECTIVENESS OF TEACHING SPEAKING USING VIDEO NARRATIVE TO THE EIGHT GRADE STUDENTS AT SMPN 5 TULUNGAGUNG IN ACADEMIC YEAR 2014/2015

THESIS

By:
VERISSA SOFYATUL OCTAVIA
NPM 11.1.01.08.0209

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APPROVAL PAGE

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Approved by the advisors to be proposed to
The English Department Examination Commitee of
University of Nusantara PGRI Kediri

Kediri, _____

The Advisors,

Advisor I

SUHARTONO, M.Pd
NIDN. 0714026901

Advisor II

SULI MULYATI, M.Pd
NIDN.

APPROVAL SHEET

SKRIPSI

By
VERISSA SOFYATUL OCTAVIA
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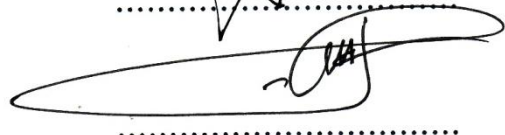
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Teacher Training and Education
University of Nusantara PGRI Kediri

Dr. Hj. Sri Panca Setyawati, M.Pd
NIDN. 0716046202

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VERISSA SOFYATUL OCTAVIA

11.1.01.08.0209

Faculty of Teacher Training and Education

English Education Department

verysa.octavia@gmail.com

SUHARTONO, M.Pd dan SULI MULYATI, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

This study was conducted under the considerations that eight grades students' of SMPN need technique in teaching learning process. one of them is video narrative in teaching speaking. In this final project, the objective of the study was to find out whether there is significant effect of teaching speaking using video narrative to the students' speaking achievement. To achieve the objective of the study, the researcher conducted an quantitative research. The experiment was held through pre-test and post-test. The population of the study was the eight grades students of SMPN 5 Tulungagung. the total number of sample in this study was 24 students. The data were collected through speaking test. The researcher offers suggestion to the teacher to improve the students' achievement in speaking in order to get better result. the use video narrative technique should be maintained frequently and recommended to English teachers, in order to attract their motivation in learning English to be more enjoyable.

Key words: teaching speaking, video, narrative.

I. Introduction

Leaning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are example of language components. Meanwhile, language skill covers listening, writing, reading, speaking is often considered as the most difficult skill to be learned by the students. One of the four skills that must be mastered by the students is speaking, because speaking skill use in orally form to produce some communication with other people, especially foreigner. According to Hammer (2007: 17) states that "speaking happens when the peoples are engaging in talking each other, we can be fairly sure that they are doing so for good reason. Their reason maybe that they want to say something. They have some communication purpose,

and they select from their language store". It means that speaking is where the language learner which communicate with other people. A good speaking has characteristics, such as the accuracy, fluency, coherency, pronoun, spelling and lack confidence. Speaking is the process of delivering message and information to another people in oral way. In the speaking stage a communicator need to deliver the information in understandable and accurate meaning. So the communicant or the people who receive the information can catch it clearly and not make different perceptions with the communicator.

Speaking is one of skill in English besides listening, reading, and writing. It is the productive oral skill that consist of producing systematic verbal utterance to convery meaning (nunan, 2003 : 48). It means that speaking is language that the activity involves process of producing sentences systematically to express meaning orally. From the definition above, it can be inferred that speaking is expressing ideas, opinions, or feeling to other by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies. It is a simple process naturaly without training or editing the word or sound of articulation to express ideas, oponions, or

feeling between the speaker and listener in oral communication.

Video media is one of media that can be use as the tool in learning and teaching process. There are many definition of video media. According to the oxford dictionary, video is "the recording, reproducing, or broadcasting of moving visual images". We can understand that video is the picture that be move and taken from the record, video also has sound. We can hear and watch the information toward this media.

Narrative is telling a story. It's function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved. It also has significant lexicogrammatical features, that using adverbs, such as: long time ago, once upon a time, etc. And it uses past form.

II. Research Method

The population of the study was drawn from students of eight grade of SMPN 5 Tulungagung in academic year 2014/ 2015. The population consists of 24 students. Class VIII D 24 students. An instrument is a tool that is used by the researcher to collect the data. Because of

this research categorized as a quantitative research, so the design is used written test to know the students speaking ability. One important things in this research is to collect the data that can determine the result of the research. The procedure of data collecting used in this research are The writer gives the pre-test to the students. The pre-test is in oral test form. The test consists of 10 questions. The score are taken in five criteria, which are the scores of pronounciation, vocabulary,fluency, accuracy and comprehension. Then, to get the mean, the scores from all criteria are sum and devided into five. The teacher give the video to the students. Then, the students find the difficult words, the teacher showed a video again until the students understand the content, then the students answer the questions in groups or pairs.Finally, the students make a summary about the video. The writer gives the post-test to the students. The test is similar with pre-test. However, the post-test is given after the treatment had been done by teaching speaking using video. The score are taken in five criteria, which are the scores of pronounciation, vocabulary,fluency, accuracy and comprehension. Then, to get the mean, the scores from all criteria are sum and devided into five.

III. Research Finding and Discussion

The teacher uses a media that put in the table before starts look the video. It can help the students to know the topic and the picture will motivate the students speaking to the story. Secondly is technique. Using video make the students easier to understand the story. Third is worksheet. The worksheet is designed based on the video. The last is the teacher, the teacher should use attractive techniques so the students can interest the material and did not fell bored with monotonous way that is used by the teacher. If the teachers are creative the students will be active in the English classroom. From this research the researcher found the weakness and the strength of using video narrative.

IV. Conclusion and Suggestion

From the result of the analysis of the research, it is proven that the students' speaking achievement taught by using video of narrative is better. This result has answered the research question that the use of video of narrative in teaching speaking has influence to the students' speaking achievement. Finally, the students' speaking achievement at SMPN 5 tulungagung is improved. The improvement of students' speaking achievement can be seen in the improvement of the students' scores. The result of the pre-test and post-test showed the significance improvement. And

improvement result of the implementation based on the students' achievement grade is "fair" up to "very good". it showed that teaching speaking using video of narrative is significant. Thus, it can be said that the teaching speaking by using video narrative is successful.

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In summary, video narrative is recommended technique to teach speaking in the classroom. Because this technique had a good response from the students and surely it helps students to understand the material.

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