



**THE IMPLEMENTATION OF TEACHING SPEAKING USING VIDEO TO THE  
ELEVENTH GRADE STUDENTS OF SMAN 1 GONDANG NGANJUK IN  
ACADEMIC YEAR 2015/2016**

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University of Nusantara PGRI Kediri



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**APPROVAL PAGE**

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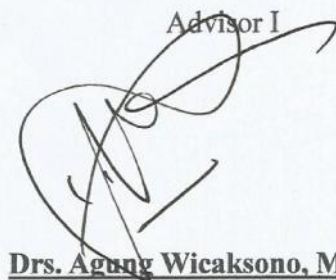
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Approved by the Advisors to be proposed to  
the English Department Examination Committee of  
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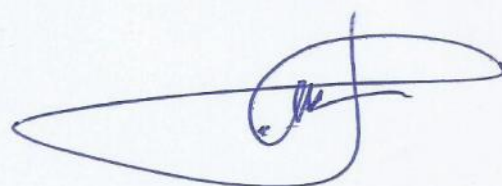
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Approved and Accepted by all its qualification  
by the Examination Committee of  
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**ABSTRACT**

IIN RATNA SARI, 09.1.01.08.0107, 2015. The Implementation of Teaching Speaking Using Video to the Eleventh Grade Students of SMAN 1 Gondang Nganjuk Academic Year 2015-2016. SKRIPSI: English Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2016.

This research entitled “The Implementation of Teaching Speaking Using Video to the Eleventh Grade Students of SMAN 1 Gondang Nganjuk Academic year 2015 – 2016”. This research aimed to know how teaching learning speaking activity taught in Senior High School, especially at the eleventh grade students of SMAN 1 Gondang Nganjuk. In Senior High School, the students are more prepared to have skills to communicate in real life.

The researcher uses qualitative research as the research design. It means that this research will describe about teaching speaking. This research uses four research instruments. They are observation, interview, questionnaire and documentation. Observation held twice by the researcher was held to know the implementation of teaching speaking using video during the teaching learning process. Then, interview will help the researcher to know all of the important point by asking some questions to the English teacher about the preparation before teaching the class. Then questionnaire to know the advantages and disadvantages of using video as the media and to analyze the data, the researcher is supported by some expert suggestions.

The English teacher of SMAN 1 Gondang Nganjuk is creative teacher because the teacher prepared all the things before teach and make the students interested to learn English. It can be seen from the media that is video to teach and responses from the students who enthusiasm in teaching learning process and the teacher makes syllabus, lesson plan, media, material, and the students' worksheet to teach. To make the students enjoyed speaking, the teacher used video in asking and giving opinion. Some of the students think that this technique was good because it was made speaking process more interested because they can speak properly how to speak in a good way.

Based on the findings above, the researcher concludes that video is a suitable and interesting media to the teaching speaking. Speaking atmosphere that bored the students can be changed more interactive. Students are more interested and enjoyed to the materials. And also video makes makes the students speak up, interest, confident, active, attract their attention in learning speaking, and motivate them. And also video can help the students easy to study and remember about something they learn. However, the researcher suggests that the students should be active and creative and the teacher should encourage more to the students so they can be more active and confident in speaking.

Key words: Speaking, Teaching Speaking, Video

## I

### . Background of the Problem

Speaking is important to be mastered by people in the world. By having speaking ability, people can communicate each other easily. According to Chaney in Kayi (2006: 1) "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." From the statement above, it can be concluded that people communicate each other with symbols and various context.

In communication, there are some aspects that must be understood in speaking, those are pronunciation, intonation, choice of words, sentence patterns, gesture, and culture of the listener.

In school, speaking is taught since elementary school. The students must be able to speak in order to learn how communicate in good way. The students need example and model from their teacher. In Senior High School, the students are more prepared to have skills to communicate in real life.

According to standard competence in curriculum 2013 at second grade students of senior high school in semester 2 *Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.* In other words, the students have the abilities to express and receive in school context such as asking and giving opinion. In this grade level, the students must be able to communicate using these expression in daily life context.

In fact, some students have difficulties in the process of learning

speaking. They have difficulty when they have no idea about what to say, they may lose confidence, feel not comfortable, feel afraid of making mistakes, etc. To solve these problems, the teacher can use video to improve the student's speaking ability. Using video has some advantages.

Considering the statement above, the writer conduct the research entitled "The Implementation Of Teaching Speaking Using Video To The Eleventh Grade Students Of SMAN 1 Gondang Nganjuk Academic Year 2015/2016"

Based on the background of the research, there are some problems in SMAN 1 Gondang. The students have problems in pronunciation, fluency and grammar. In pronunciation, they say according their own way, different with the native speaker. In fluency, it will be different from who often speak and seldom. The students who seldom speak will have less fluency rather than the students who often speak. The students must keep train their fluency with speak as much as possible. For the grammar, without learning the grammar, the students will speak in wrong order or structure more.

To solve these problems, the teacher can use video to improve the student's speaking ability. Using video has some advantages. The video can help because the students can imitate the speaker in the video, and can be repeated as much as needed. Because the students not only just hear the speaker, but also can see the way of speak from the speaker. So the students can learn the right pronunciation, the expression and the fluency.

Because SMAN 1 Gondang Nganjuk has multimedia classroom, so the



teacher can maximize her teaching using video. And also for the researcher, will more appropriate to collect the data.

In this research, the researcher wanted to know the implementation of teaching speaking using video at SMAN 1 Gondang Nganjuk. The research is limited to the eleventh science class. The material is about asking and giving opinion. The media that used is video “asking and giving opinion”.

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## **II. RESEARCH METHODOLOGY**

### **A. Research Approach**

The researcher used qualitative research in this research. The data was not analyzed by statistical techniques. Qualitative research is effective in obtaining culturally specific information about values, opinions, behaviors and social context of particular population.

### **B. Research Design**

The researcher applied a qualitative research for some reasons. First, the nature of this type of research gave participants the opportunity to respond in their own words. Second, it allowed the researcher the flexibility to probe initial participant responses that was to asking why or how. Third, qualitative methods were helpful not only in giving rich explanations of complex phenomena, but in creating or evolving theories or conceptual based, and in proposing hypotheses to clarify the

phenomena. Fourth, value of the qualitative research consists in validity of the information received so people are minutely interviewed so as the obtained data would be taken as correct and believable reports of their opinions and experiences.

## **III. RESEARCH FINDINGS**

### **1. Teaching Learning Process**

The observations were done two times. Those were held on 19 Desember, 2015. First, the researcher prepared a checklist and a notebook. Before the class started, he sat behind the students. While the teacher was teaching, he observed how she taught speaking, he note what techniques that she used and what problems that he faced by the observation checklist. In this research the researcher holds this observation in science class four. There are 29 students in that class. The students consist of 6 male and 23 female. They are start learning process at 07.00 Am.

In the observation, the researcher finds some facts. They consist of :

In teaching learning procces the teacher used three phase technique there are :

#### **1) Pre-teaching**

In pre-teaching, the teacher greeted the students with say : “Good morning students.....”. “How are you today.....?”. then, the English teacher checked the student’s attendance list. After that, she prepared the class. Then, she explain about the aim of the study.

#### **2) Whilst-teaching**

In whilst, before the teacher showed the material, she gave the leading question about the topic lesson

at that time that is about “Asking and giving Opinion” by ask the students with the question “What do you think about English Lesson?”. After the students answer the question, the teacher showed the videos about asking and giving opinion.

These are some examples spoken in the video:

a. First Video:

In my opinion, English is a difficult language to learn

As far as I’m concern, English is a difficult language to learn

It is considered that English is a difficult language to learn

b. Second Video:

a) What’s your opinion of meeting people online?

b) In my opinion, it’s awesome

a) How do you feel about meeting people online?

b) I feel meeting people here is very fun

Then, after the video stop, the teacher gave the example to say the words, drilled it to the students. Then, she asked the students to repeat the spoken examples on the videos. After that, the teacher explained about the topic “Asking and giving Opinion”, and then the teacher asked the students to pay attention to the videos.

Then, the teacher made a group consist of two students. Each group must take the student’s worksheet that is given by the teacher. They must practice the dialog in front of the class with their partner.

For Example:

Rahmat : Hay Wahyu, what is your opinion about Harry Potter novel ?

Wahyu : In my opinion, Harry

Potter novel is very interesting. What about you?

Rahmat : I think it is too confusing.

3) Post-teaching

In post, there are some activities. First, the teacher gave the feedback to the students related the material. After that she ask the students about difficulties of the material. Then, the teacher closed the lesson with said “good bye, students... .See you next week...”

## 2. Evaluation

In the evaluation, the teacher gave tests to the students. Teacher asked students to engage in dialogue with his friend. After the students have done to perform the test, the teacher asked the students to come forward with their partner. Then the teacher checked students' vocabulary work. Almost of the students had no difficulty in vocabulary. So, many students use the right words in a sentence.

Furthermore, the teacher look into student pronunciation. She found that there was no problem in the pronunciation of students. It can be seen in their talk that they use pronunciation and vocabulary are good. The teacher look to the work of students, it was pretty good. It can be seen from their talk that they engage in dialogue. As a result, the students can dialogue with both.

The teacher used rubric scoring to give score to the students (see the appendix)

## 3. Questionnaire

The results of questionnaire were done by the researcher. During teaching learning process, the teacher used a media which it was relevance with the topic. Some of students felt that using video as the media was good way to make speaking more interested, they enjoyed teaching learning process.

#### **4. Interpretation and Discussion**

The researcher analyzes about the results of the description of data findings above in this sub-chapter. From the observation, interview and questionnaire results above, the researcher finds that the application of teaching speaking by using video is good because the teacher can improve the material from the textbook.

Besides that, the researcher also finds that the teacher uses three phase technique to present the materials. The students more interactive and communicative with the material if the teacher use this technique. Three phase technique makes the students more confident and not be afraid to the teacher. It means that three phase technique is a suitable teaching technique in speaking. It means that teaching technique in SMAN 1 Gondang is a suitable teaching technique in speaking activities.

The last is video. Based on the observation, interview and questionnaire results, the teacher often uses video as a teaching media. Video used by the teacher in leading activity and also in main activity. In this activity students can form groups and each group is performed different topic. Students discuss the video with their groups, and then both students of each group perform the material to the whole class. This activity can improve the student's courage in speaking and makes them more confident.

## **IV. CONCLUSION AND SUGGESTION**

### **A. CONCLUSION**

The researcher concludes that the teacher is creative teacher because she prepared all the things before teach and make the students interested to learn English. It can be seen from the media that is video to teach and responses from the students who enthusiasm in teaching learning process and the teacher makes syllabus, lesson plan, media, material, and the students' worksheet to teach.

This research is qualitative research. It will identify and describe about the facts that happened in the field naturally. Those facts are about teaching speaking. There are several points can be concluded by the researcher from research findings.

First is about teaching technique and teaching media. Based on the findings, three phase technique is the most often technique that used by the teacher. Three phase technique can make the students more active and interactive. It can be used in various activities; such as grouping and pairing. Along the day, that technique is an effective technique of teaching speaking in SMAN 1 Gondang. It means three phase technique is a creative and efficient technique in teaching speaking. Then, to make three phase technique more interesting, the teacher needs teaching media. And the last, video is a suitable and interesting media to the teaching speaking. Speaking atmosphere that bored the students can be changed more interactive. Students are more interested and enjoyed to the materials.

Second is about evaluation. The English teacher provides an evaluation for the student to advance in front of the class with a partner. The goal that the teacher



can know how the pronunciation, grammar, diction, fluency and performance of students during a dialogue with a partner. With the evaluation, the teacher can know the progress of the students after the teacher finished giving material.

## B. SUGGESTION

### A. Suggestion

1. For the teacher
  - a. The teacher should encourage more to the students so they can be more active and confident in speaking.
  - b. The teacher should be more creative; it makes the students interest, active and motivate them.
2. For the students
  - a. The students should not be shy and must be confident to practice English, especially in speaking.
  - b. The students should be active and creative in enriching their knowledge.
  - c. The students should use English in speaking class when they are talking or practicing English although it is hard.
  - d. The students should be more creative so they can make their own words, not just copy from the media.
3. For the Institution
  - a. The school should support the facilities, develop them to the most update facilities.

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