

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is part of human life. It is unpredictable how the world could be without language. English is one of language which has become a tool for international communication, commerce, banking, tourism, technology, diplomacy and scientific research. In Indonesia, English is considered as the foreign language which has to be taught in all levels of education from elementary school up to University level. As an International language, English is very important to be learned. It is taught as an integrated subject to develop the students' language competences. It is learnt by the students in order to communicate.

One of the language skills that must be mastered by students in learning English is speaking achievement. The prime goal of learning a foreign language is to be able to speak it. Speaking Achievement should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

As an English teacher, the teacher needs to give more contribution to improve students' speaking achievement. The focus of speaking competence is not just about the ability of students to do the conversation like giving and asking information, but how the students are able to apply their ability to report the types

of text orally. There are many types of genre that Padamu Negeri Medan students learn about text based on the syllabus for the Grade XI in the second semester. One of them is descriptive text.

In teaching the learning process, there are many ways that can help the teacher to solve the students' difficulties in speaking, especially in oral descriptive text, by using media to teach learning process is an alternative way that a teacher can apply in the classroom. Media can help the teacher to motivate students in learning process. That is why an appropriate media is important for a teacher especially to teach speaking. One of the media that the teacher can use is video. To teach the learning process by using the video, the teacher can help the students to understand the material by pausing and re-playing the scene in the video to discuss with the students if there are some students still cannot understand. It means that the teacher can interrupt the process, stop, start and rewind to repeat it necessarily to give the students some experiences and authentic language in a controlled situation. In addition, video can also help the student to learn easier by imitating the real models from what they have watched. They can adopt the ways to speak without having the fear of making false or making them in an under pressure situation. Moreover, by using video as a media in teaching oral descriptive text, the students can also figure out the object that they have to describe easier because they can see the object directly through video.

Richard and Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio visual stimuli and with opportunities to use the language. There are some reasons for using video in teaching to speak. First,

video include audio visuals that are interesting for students, secondly, it give authentic material with the right pronunciation and vocabulary for students to practice. Third, video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, video also improves students' cultural understanding of English. Related to this, researcher decided to use video to find out whether or not video can solve the problem, speaking is more about the process rather than just a product. The use of media in the process of teaching to speak will be helpful in determining the product of speaking.

However, many students in senior high vocational school face some problem dealing with speaking English. They have difficulties in producing appropriate English utterances and lack self-confidence to speak English. When the researcher conducted an observation at class XI TKJ 2 of SMK Padamu Negeri Medan in the last teaching practice (PPL), it was found that there were some problems in the English teaching and learning process especially related to the students' speaking achievement .

Based on the previous observation when the researcher conducted the teaching practice (PPL) at SMK Padamu Negeri Medan there were some problem in the teaching and learning to speak. These come from influential factors which are Main activities of learning as follows.

1. Teaching Methods

The researcher found that the teaching method used at class XI TKJ 2 of SMK Padamu Negeri Medan is still a conventional method such as using only a text book during the learning process without considering any additional materials from other sources.

2. Facilities and Media

Based on the observation, SMK Padamu Negeri Medan didn't have any language laboratory. The English teacher used whiteboard / black board and board marker/chalk as the main media instead of using audio visual media such as providing videos to support the Students' speaking learning process then students lost focus and attention easily to join the lesson and could not improve their pronunciation ability.

3. Learning Source

They are very difficult to speak well and actually in making the materials without using media. The problems are they have difficulties in conveying ideas speaking it because they lack of vocabulary, intonation, pronunciation and had difficulties to speak some words or sentences. Then they have less ability in pronunciation that makes the student is difficult to mention good speaking, especially in speaking ability to oral descriptive text. The point is the students have the problem in describing anything orally. Another reason is the students have low motivation and are not interested in doing it.

Based on the facts above the researcher is interested in describing the teaching and learning process using videos in teaching to speak. So, the researcher write the title “ Improving student's pronunciation ability in oral descriptive text by using video for grade XI TKJ 2 at SMK Swasta Jambi Medan “.

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows:

Does Student's Pronunciation Ability in Oral Descriptive Text Improve Using Video for Grade XI TKJ 2 at SMK Padamu Negeri Medan?

1.3 The Objectives of the Study

The objective of the study is to know whether student's pronunciation ability in oral descriptive text improve by using video for Grade XI TKJ 2 at SMK Padamu Negeri Medan.

1.4 The Scope of the Study

The researcher limits this study on the improvement of pronunciation ability in oral descriptive text by using video for Grade XI TKJ 2 Students at SMK Padamu Negeri Medan . According to Harris (1974:75), there are some aspects that have to be dealt with speaking. They are pronunciation, grammar, vocabulary, comprehension, and fluency. This study is limited on the pronunciation and it is focused on the vowels sound.

1.5 The Significances of the Study

After completing this research, it is expected the findings of the research will be useful theoretically and practically for :

1.5.1 Theoretical Benefit

The result of the research is expected to be able to encourage the next researcher to conduct further research.

1.5.2 Practical Benefit

- 1. Reader:** It will be useful for the readers to know the importance of oral descriptive text by using video to improve the students in pronunciation ability.
- 2. Students:** The students can improve their ability in speaking competence. The students can use their attention more, and there is various learning method to prevent boring, so they will be comfortable to the lesson by using video and motivate their brain to do and to practice the English language.
- 3. Teacher:** Expected to know the suitable media of the teaching because it is very important that media can influence the result of speaking ability achievement in learning. The teacher can evaluate students about how far they understand the teaching material in every meeting

4. Other researchers

To others researchers, this research can be used as a reference.

1.6 Key Terms of the Research

The researcher defines some terms used in this proposal in order to make discussion easily understood as follows:

1. Speaking

According to Cameron (2001 : 40), speaking is the active use of language to express meanings so that other people can make sense of them, moreover, it is recognized as an interactive, social and contextualized communicative event.

2. Vowel Sound

English language has twelve vowels. They are /I:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. They are divided into two English vowels. They are long vowels and short vowels. The long vowels are /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/, /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ while the short vowels are /I/, /e/, /ə/, /ʌ/, /ʊ/. They are also divided into three groups: front vowels (i:, i, e, æ), and vocal cord (a:, ɒ, ɔ:, u, u:). ʌ, ɜ:, ə vocal center.

3. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In this research descriptive text will be a topic of speaking.

4. Video as Media in Teaching

Richards and Renandya (2002 : 364) state that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

CHAPTER II

REVIEW OF LITERATURE

To conduct this research, entitled Improving student's speaking ability in oral descriptive text by using video for grade XI TKJ 2 AT SMK Padamu Negeri MEDAN, the researcher need some theories from the experts to support the research.

2.1 Definition of Speaking

Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and fluency (Brown: 2004). It is because the speaking part of experiences. Anybody who is speaking of course has something experience in it, where the sounds are produced is correct or incorrect can be known directly after the words are spoken as Brown mentioned before. Speaking is an activity to express thought and feeling orally (Djiwandono, as cite in Munir, 2005). Based on the meaning above, the researcher concludes that speaking is the ability of a person to articulate the sound which is aimed to bring out about anything that came to the mind. Speaking help the speaker to take out the mind by producing the sound in expressed it. Speaking gives more understanding about how the mind thought or felt, because difference intonations give different meaning to the listener. There are three areas of knowledge speaking that need to be recognized by English learners Lier (1995: 88) cited in Nunan (2003: 48), they are:

1. Mechanics (pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation.

It is the basic one need to be known in speaking. Function (transaction and interaction) knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/ relationship building)

2. Social and cultural rules and norms (turn-taking, rate of speech length of pauses between speakers, relative's roles of participants): understanding how to take in to account who is speaking to whom, in what circumstances, about what and for what reason.

There are some aspects that have to be dealt with speaking according to Harris (1979:74). They are grammar, vocabulary, comprehension, fluency, and pronunciation.

1. Grammar

According Leech (1982, p. 4) grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written form. The researcher conclude that the speaker need a good grammar to arrange the word based on the rules structure. The ungrammatical of sentence makes no sense to the meaning of the sentence. All the words are pronounced will be heard so strength. Every language has difference grammar, as English language, it has own grammar rules. Exactly English has hundred grammar rules but the basic of it is about the sentence structure, sentence structure includes the tense and part of speech, including of nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions.

2. Vocabulary

Rezikin (2007, p. 5) states that aside grammar, the other component which is important is vocabulary. Large vocabularies need to be had in express and describe the idea. Vocabulary is very important like Rezikin said. In expressing the ideas the speaker should be selective in determine the word. Most of words are similar to each other but it has own specific meaning. It gives more contribution in the process of describing ideas. Commonly the number of vocabulary affects the speaker motivation in speaking, doubt, worry and afraid feeling usually come if want to speak in English because the lack of the vocabulary. Without vocabulary the speaker are difficult to tell anything, it will be confusing too much to say something that we do not know the name, it is just same as a man is forced to remember anything while the man lose one's train of thought. It does not work.

a. Wish

b. Hope

The both words above are similar, 'wish' and 'hope' express the expectation of something. But wish means express strong desire for something but the fact it will not be happened. Example: I wish you all the best. It is impossible someone has all the best in this world because nobody is perfect. While hope is express the expectation and hope it will be come true. The percentage of 'hope' to happen is getting higher. Example: Hope you getting well soon.

3. Comprehension

Hornby (2000, p. 194) states that comprehension is the mind act power of understanding exercise aimed in improving is testing ones. The capability the student in understanding and mastering what all the speaker say to them. If the students or the listeners comprehend all the speaking it means that the speaker is good enough in speaking include of the intonation, fluency, stress and so on. The communication will be run well if listener or the student with the speaker understand each other.

4. Fluency

Fluency is the capability of the speaker to speak out the words fluently, clearly and correctly. The Signs of a speaker has fluency in speaking include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997, p. 4). Based on the Brown theory, fluency characterized when the speaker speaks without any trouble to produce the sounds that made by speaker own self. The trouble means that the time to think about the topics, the ideas or the words.

5. Pronunciation

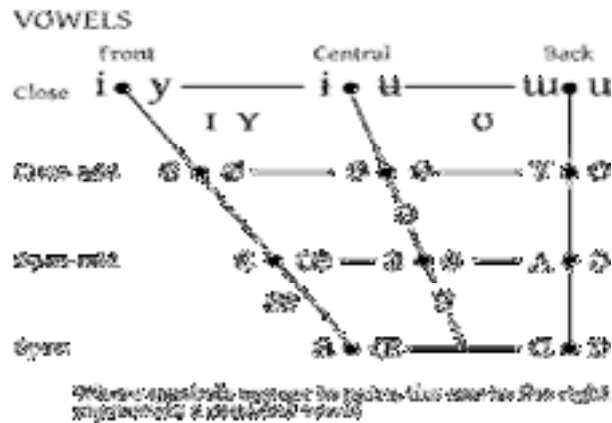
Pronunciation is the way of words are spoken. Hilman Pardede (2019) stated that Pronunciation plays an important role in delivering speech. In order to be understandable, we should deliver our speech with correct pronunciation. When someone communicates with other people, they should not only have a good vocabulary but also have good pronunciation.

Mispronounces a word may create misunderstanding to the students. It will be worst when the students pronounce the same way even though the words are the different but has similar pronunciation. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000, p. 11).

2.2 Vowels Sound

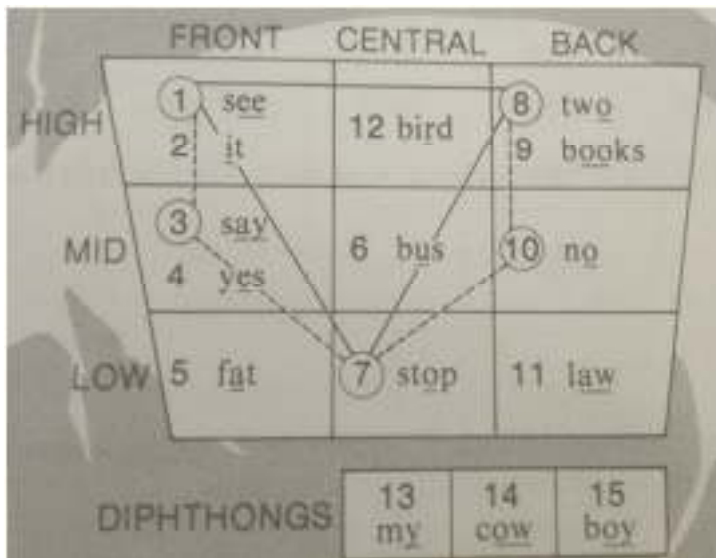
This study focuses on improving speaking and concern to the pronunciation of vowels. English language has twelve vowels. They are /I:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. They are divided into two English vowels. They are long vowels and short vowels. The long vowels are /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/, /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ while the short vowels are /I/, /e/, /ə/, /ʌ/, /ʊ/. They are also divided into three groups: front vowels (i:, i, e, æ), and vocal cord (a:, ɒ, ɔ:, u, u:). ʌ, ɜ: , ə vocal center . Vocal division depends on the tongue and lips position like closed-lips widened, lips neutral, open-rounded lips, and the lips closed-rounded).

In producing the vowels, it should be followed by some processes where all conclude like the shape of the lips and tongue, the opening between the jaws and the position of the soft palate. Below is the classification of vowel based on the International Phonetic Alphabet Vowels.



Picture 1 : International Phonetic Alphabet Vowels

A vowel is a sound made by the relatively free movement of air through the mouth, usually forming the main sound of a syllable. Many languages have pure vowels, when the tongue and lips are relatively stationary while these vowels are being pronounced. But many of the vowels in English are not pure. This means they are lengthened and spoken with the tongue moving from one sound into another sound.



In English, the most important to learn the sound is vowel. Because it is difficult to know where to put tongues when people make pronouncing vowels,

they need to experiment with the sounds. Vlack (2004) stated that the place of articulation of vowels is made especially difficult because in vowels the tongue should not actually touch any particular place in the mouth. That is there is no physical contact between the tongue and the mouth in vowel sounds. Vowels are usually found at the center of a syllable and it is rare to find any sound other than a vowel which is able to stand alone as a whole syllable (Clark and Yallop, 1995). There are various kinds of English vowel sound, they are short vowel, long vowel and diphthong. Those are short vowel, long vowel, and diphthong. According to O'Connor (1973) classified vowel sounds are:

2.2.1 Short vowels

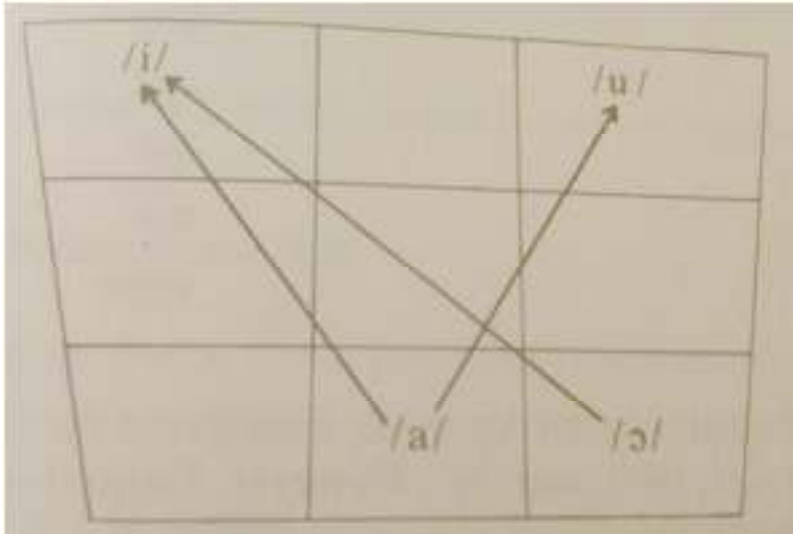
Short vowel means that makes short sounds. There are seven short vowels in English. The symbols for these short vowels are /ɪ/, /ʊ/, /e/, /ə/, /æ/, /ʌ/, /ɒ/. /ɪ/ lips are spread loosely, the tongue is more relaxed, and the tongue sides may just touch the upper molars. /ʊ/ lips are rounded but loosely, while the tongue is relatively relaxed and the part of the tongue just behind the center is raised. /e/ lips are loosely spread, the front of the tongue is between half open and half close position and the sides of the tongue may touch the upper molars. /ə/ lips are relaxed and neutrally spread. The centre of tongue is between the half closed and half-open positions. /æ/ lips are neutrally open and the front of the tongue is raised just below the half open position. /ʌ/ lips are neutrally open and the centre of the tongue is raised to just above the fully open position. /ɒ/ lips are lightly and the back of the tongue is in the fully open position.

2.2.2 Long vowels

Long vowels are the vowels which tend to be longer than the short vowels in similar context. There are five long vowel sounds in English. The symbol for these long vowels are /i:/ /u:/ /ɜ:/ /ɔ:/ /ɑ:/. /i:/ lips are spread the front of the sides of the tongue touches molars. /u:/ the back of the tongue is raised the lips are rounded and the tongue is tense. /ɜ:/ lips are relaxed and neutrally spread. The centre of the tongue is between the half-close and half-open position. /ɔ:/ lips are loosely rounded and the back of the tongue is raised to between the half-open and half-closed position. /ɑ:/ lips are neutrally open and the tongue is between the centre and the back in the fully open position.

2.2.3 Diphthongs

According to Jones (2003), a diphthong is a sound that there is a glide from one to another. A diphthong is also defined as a combination of vowel sounds that acts like long vowels in one syllable. However, according Hill and Ure (1962) a diphthong can be a combination of two vowels even they do not belong to the same syllable.



The Diphthongs vowels in English (/aɪ/, /aʊ/, and /ɔɪ/) are double sounds made up of two distinct parts, that is, two different sounds:

DIPHTHONGS	FRONT	CENTER	BACK
HIGH	ɪ		ʊ
MIDDLE			
LOW		aɪ aʊ	ɔɪ

We use the /a/ symbol in the diphthongs above but it is the same /ɑ:/ vowel sound but weak: /ɑ/, forming the combination /aɪ/. The /aɪ/ vowel sound begins with the low/central sound /ɑ/ and ends with a high/front sound /ɪ/. The /aʊ/ vowel sound begins with the low/central sound /ɑ/ and ends with a high back sound /ʊ/. The /ɔɪ/ vowel sound begins with the low/back sound /ɔ/ and ends with a high/front sound /ɪ/.

2.3 Micro and Macro Skills of Speaking

According to Brown (2004:142-143) the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Micro skills deal with simpler units of speaking. Here are the aspects of Micro and macro skills of speaking adopted from Brown (2004:142-143).

MICRO SKILLS	MACRO SKILLS
<ol style="list-style-type: none"> 1. Produce differences among English phonemes and allophonic variants. 2. Produce chunks of language of different lengths. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message. 	<ol style="list-style-type: none"> 1. Appropriately accomplish communicative functions according to situations, participants, and goals. 2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations. 3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification. 4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. 5. Develop and use a battery of

<p>8. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.</p> <p>9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.</p> <p>10. Express a particular meaning in different grammatical forms.</p> <p>11. Use cohesive devices in spoken discourse.</p>	<p>speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you</p>
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Table 1: of micro and macro skills according to Brown (2004:142-143).

Based on the table, the researcher point that in speaking we need to deal to the both of skill, from the table have been shown that the micro skills refer to the simple unit of the language while macro skills refer to the large unit of the language. It talks about how to convey the message where it is supported by the body gestures and the pragmatics in convey the message.

2.4 Descriptive Text

2.4.1 Definition of Descriptive Text

In this study the researcher chooses descriptive text as the main idea in speaking. The students will practice their speaking ability through oral descriptive text even generally the students only focused on writing descriptive text, but in this research, the researcher will conduct the student to speak out the descriptive text. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report

which describes things, animals, persons, or others in general. In other hand, according to Lailatul Husna, Zainil, and Yenni Rozimela in *Journal English Language Teaching (ELT)* state that “descriptive text is the text that describes something in order the readers or listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds. It helps another to understand your experience.”

2.4.2 Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, place, or thing. In which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. It will help student to describe the things orally.

Example of Descriptive that can be delivered orally

My Beloved Mother

(Identification)

Every person certainly has a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is Mintauli Saragih . She was born 49 years ago. She is short, but not too short. She is little fat and she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hands are so soft, the hands that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions

when I have some problems. The importance of her is never denied. That is why I never reject her willing.

2.5 Teaching Speaking

The goal of teaching speaking skills is to communicate efficiency. The teaching speaking is different from teaching other skills, Rivers (1981: 188) states that the teaching speaking is more demanding on the teacher than teaching of any other language skill. A teacher will face many difficulties during teaching speaking skill in the classroom. Brown classifies eight characteristics of spoken language that make the teaching speaking difficult such as:

- 1) Clustering
- 2) Redundancy
- 3) Reduced forms
- 4) Performances variables
- 5) Colloquial language
- 6) Rate of delivery
- 7) Stress, rhythm, and intonation
- 8) Interaction

2.6 Media of Teaching

Types of Media Thomas in Rohani (1997) states that chart, diagram, picture, comic, caricature, overhead projector transparent, film slide, audio aids, audiovisual media, are kinds of media that can be used in teaching learning process. The use of video in the teaching learning process by speak out the

descriptive text is not a new thing to do. Sugeng (2010) states that there are some types of media; they are printed media, still media, audio media, visual media, real object media, and simulated media. Printed media are books, magazines, newspaper, story books, and others. While, still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards. Then radio, audio tape, telephone, and natural sounds are classified as audio media. Next, visual media such as OHP, slides, photos, and film strips. Audio-visual can be TV, films, slide/tapes, and film strips/tapes. While real-object media are specimen, real objects, and models. Then the last is simulated media such as games, quizzes, role plays, and simulation. In this action research, I would use audio-visual media, and in the implementation would also be helped by using real-object media and simulated media like games or quizzes.

2.7 Video as an Audio-Visual medium

According to Canning-Wilson (2000) that: "Video is at best defined as the selection and sequence of messages in an audio-visual context. The teacher use video, CD-ROM in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place (Austin & Haley, 2004). According to D. Zhang at al. in the journal *Science Direct information and management* states "Video allows students to view actual object and realistic scenes, to see sequences in motion, and to listen to narration." Richards and Renandya in the thesis states, "a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to

choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities". According to Wright in the journal of English language teaching, many media and many styles of visual presentation are useful to the language learner. That is to say, all of audio-visual medium have positive contributions to language learning as long as they are used at the right time, in the right place.

In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening. In the activities, the teacher is a participant because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learner, feel comfort and facilitate learning. Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class. The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he should

prepare viewing guides which are easy and related to the language level of the students.

2.7.1 The Advantages of Video

According to Ismail in his journal entitled *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom* “A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Besides the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology”. Here the students can concentrate by the program and can learn from innate speakers.

2.7.2 The Disadvantages Using Video

Ismail state that “The disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.” According to Sanjaya

Mishra & Ramesh in the book *Interactive Multimedia in Education and Training*, “Video (motion or sequences of still graphics) can be used to show action and processes and to illustrate events that users cannot see directly or clearly in real time”. Recently, video is very suitable and interesting technique to teach in order to make the students enjoy and not be bored in learning English. It is not always easy to use the video to teach material in the classroom. There is also some problem in using video in the teaching. Problem of using video media it is spent a lot of time to prepare the tools like computer, and LCD projector, because many video in teaching learning process, so the criteria in selecting it should make sure that the video are suitable with the learning aims of the material.

2.8 Previous Research

There are some studies that relevant to this research, the finding of the previous researcher showed that the students improve their English speaking by using video. As finding by Sinta Prasetya Trias Sari entitled THE USE OF VIDEOS TO IMPROVE THE STUDENTS’ SPEAKING SKILLS AT CLASS VII B OF SMPN 2 PATUK IN THE ACADEMIC YEAR OF 2014/2015 was successful. The students got improvement in the speaking ability after faced 2 cycles. It improves the student’s motivation and wiliness in learning, the students became more confident in the learning class during the class activities. The students also have been able to pronounce the word correctly and grammatically. The students enjoy the class and the score in the pre test to the post- test score was getting higher.

Another study conducted by M. Eryca Ronauli Manalu and Tina Mariany Arifin entitled Improving students’ speaking achievement in oral descriptive text by using video. Based on the research findings, specifically on the use of video in

teaching oral descriptive text. In teaching oral descriptive text, video is a good choice as a media. After analyzing the data, it was found out that the students' speaking scores improved from Orientation test to Cycle I and II. It means that the use of video in teaching oral descriptive text gave an improvement for the students' speaking achievement. There is an improvement in students' mean scores. The mean of students' score in Orientation test was 53.9. The mean of students' score in Cycle I test was 65.09 and the mean of students' score in Cycle II was 75.34.

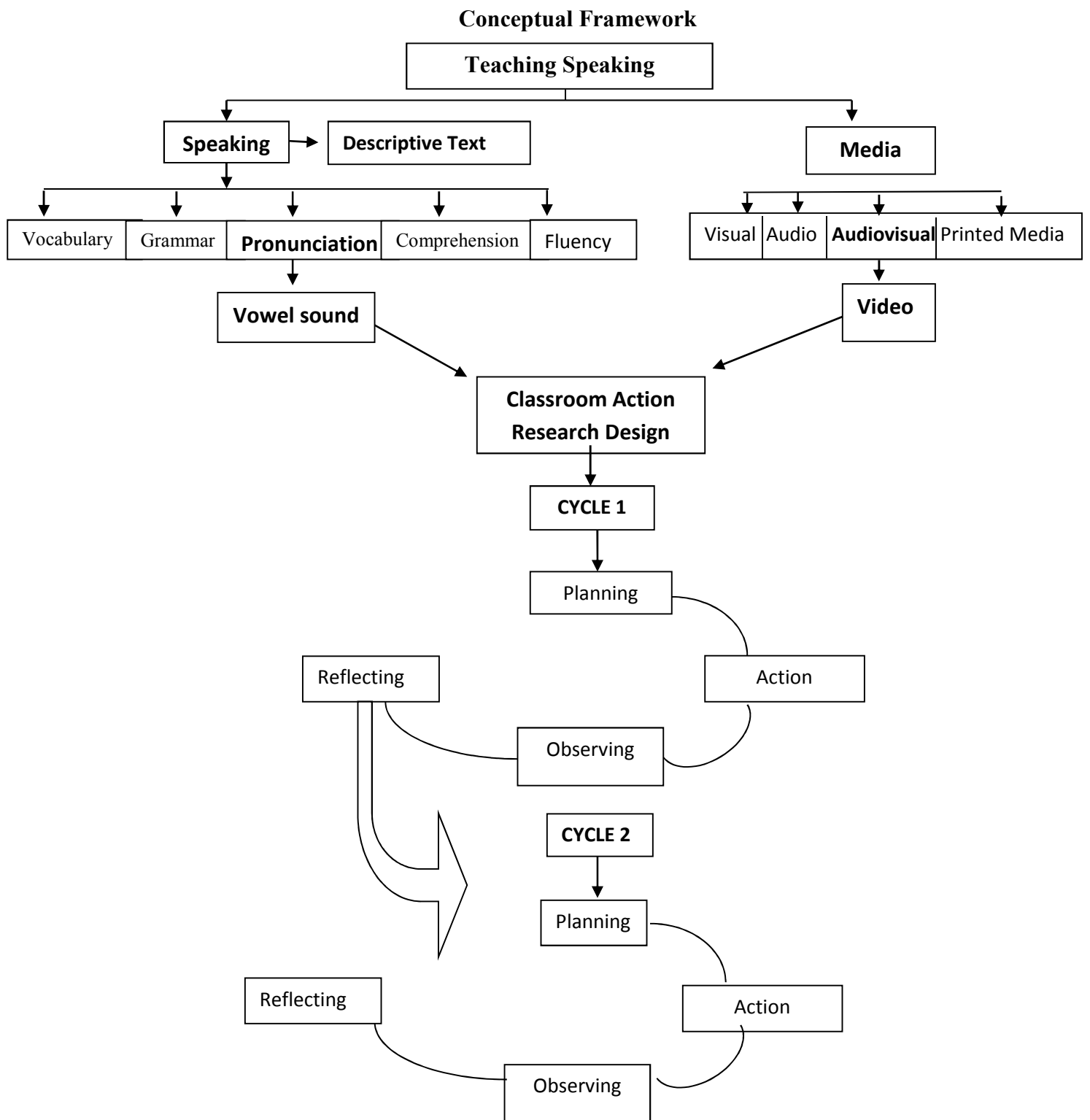
Video has many advantages in developing the speaking skill even the other skills. It is believed that the students will be more active in learning by using video. It is one of the researcher reason to conduct this research to improve the students ability in oral descriptive text by using video.

2.9 Conceptual Framework

The prime goal of learning foreign language is able to speak it. It is the reason why speaking skill is important to be learnt. However many students face the speaking problem. it caused by some factors like teaching methods, facilities and media and learning source that affect student wiliness and ability in speaking. As an English teacher who consider those problems need to give contribution in teaching the skills.

There are many ways that can help the teacher in teaching learning process, one of them is the using of media in teaching. The teacher can use video as the media. It really helps student is speaking because it includes the audio and visual model. It serves the authentic material with the right pronunciation and prepare the sound and show the situation directly.

Consider that between teaching and media are important things to achieve the goal or the objective of the study, the researcher conducts classroom action research to improve students speaking entitled Improving student's speaking ability in oral descriptive text by using video for grade XI TKJ 2 at SMK Swasta Jambi Medan.



Mapping 1 : Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter was concerned by observing oral speaking Descriptive Text. The purpose was describing the methodology. It explained the design of the research, research location, population, and sample, instrument of the research, validity and reliability.

3.1 The Research Design

The research design of this research was classroom action research and used quantitative and qualitative method. Wallace (1998: 255) states that action research is a method of professional development which involves the systematic collection and analysis of data related to practice. Wallace statement was clear that action research was a method to involve and analyzed the data systematically by the performance of students during the learning process. According to Kemmis and Taggart (1988:35) Action research is a cyclic process of planning action, observation and reflection. According to Kurt Lewin (in suharsimi, 2002), there are four components of action research, they are, planning, acting, observing, and reflecting. Action research was categorized, as qualitative research although the data collect can be in a form of quantitative.

Meanwhile, Kemmis (in suharsimi, 2002, p. 84), States that action research is a form of self-reflective inquiry under taken by participants in a social (including education) situation in order to improve the rationality and of (a), their own social or educational practices justice, (b) their understanding of their practice, and (c) situations on which practice are carried out. Because this study is an action research, then this study focuses on practical, not statistical significance and present raw data.

The following common features are the characteristics of action research suggested by Burns (1999: 30):

- a. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change.

3.2 Population and Sample of the Research

3.2.1 Population

According to Arikunto (2010 : 148) Population is defined as all members of any well-defined class of people or objects. The Researcher did a research at Grade XI TKJ 2 SMK Padamu Negeri Medan. It was located Jl. Pertiwi No,116 Bantan Kecamatan Medan Tembung, North Sumatra. The Population of this research was the Grade XI TKJ 2 students of SMK Padamu Negeri Medan. There were 2 Classes (grade XI) and sum of the students were 70 students.

3.2.2 Sample

According Arikunto (2010:148) ,” Sample is a portion of the Population,” The Researcher took only one class, as the samples that consisted of 15 students of the class.

3.3 The Instrument of Collecting Data

According to Arikunto (2010:203),” The research instrument is device that use by the research while collecting the data to make the writer work easier and to get the better result

complete and systematic in order to make the data easy to process,” The instrument for collecting data was designed in order to see the result of the research. The researcher needed some instrument of collecting data to collect the quantitative data and the qualitative data. This research is divided into Pre-cycle and two-cycles, they are cycle I and cycle II. The researcher gave speaking test in pre-cycle to know the ability of students.

Instrument that used in quantitative data was speaking test, in a form of speaking concern to the pronunciation of vowels. In giving the speaking test, the researcher used audio recorder to record the students speaking, and transcribed into the written form to help the researcher in analyzing the data. The researcher conducted an evaluation to know their ability in speaking oral Descriptive Text. In research the researcher gave the pre-test and post-test. The students spoke oral Descriptive Text by using video. Meanwhile instrument of collecting the qualitative data, the researcher did observation classroom and field note to observe the students improvement and the development.

3.4 Research Procedure

This was a classroom action research. The method was to know whether the student achievement improve by using video in oral descriptive text. The researcher tried an idea as reparation in their teaching learning process and looked the real effect of those efforts. There were four components in one cycle for doing classroom action research. It consisted of planning, acting, observing, and reflecting. This classroom action research was arranged into two cycles. They were cycle one and cycle two. The researcher collaborated with the English teacher at the school. The activities that was done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intended to know the initial condition of students. The researcher observed students' activity in speaking class. Based on the observation the researcher knew the problem that was happened to the students and their difficulties in speaking.

2. Cycle 1, the teacher used video in teaching speaking. The topic in speaking was descriptive text. The procedure as followwd:

a. Planning

- 1) Arranging lesson
- 2) Preparing the media related to the material.
- 3) Preparing teaching material.
- 4) Preparing checklist observation.
- 5) Making the speaking test.

b. Action :

- 1) Teacher explained the material.
- 2) Teacher introduced video in teaching the speaking oral descriptive text
- 3) Teacher asked students to make a group and practice to speak about oral descriptive text.

c. Observation

The observation was done to check:

- 1) The students' activity in speaking.
- 2) The students' response during the teaching and learning process.
- 3) The students' speaking skill improvement.

d. Reflecting

This step was analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and make evaluation to determine the next cycle.

Cycle 2

a. Planning

- 1) Identifying the problem and make the solution for the problem.
- 2) Arranging lesson plan.
- 3) Preparing the media related to the material.
- 4) Prepared teaching material.
- 5) Prepared checklist observation.)
- 6) Made the test material.

b. Action

- 1) Teacher explained the material.
- 2) Teacher introduced the video as the learning media..
- 3) Teacher asked students to make group and conduct debate based on the topic given.

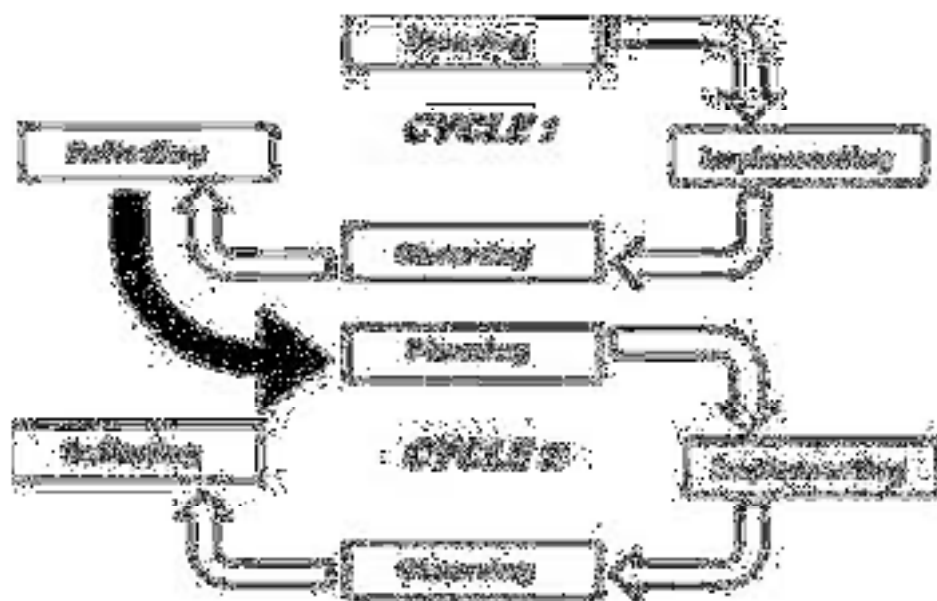
c. Observation

The observation was done to check:

- 1) The students' activity in speaking.
- 2) The students' response during the teaching and learning process.
- 3) The students' speaking skill improvement.

d. Reflecting

This step was analyzing the whole action that has been done. Based on the data that would be collected, teacher and researcher discussed and made evaluation. The researcher analyzed the result of all tests and compared the whole result of the students' achievement. As a result, researcher could make conclusion in conducting classroom action research.



Mapping 2 : Procedure of Classroom Action Research

3.5 Technique of Collecting Data

The classroom action research needed the data to support the investigation. There were several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and others. In this research, the researcher gathered the data to support above. The researcher chose some of which were appropriated to the school environment, and could be done there. The techniques and methods which were used by the researcher to collect the data are observation, field note to collect the qualitative data and test to collect the quantitative data.

1. Observation Classroom

Observation was an observation that was focused on the understanding of how Social event of the language classroom were enacted. In this classroom observation, the objects of observation were students' activities in Grade XI TKJ 2 students of SMK Padamu Negeri Medan. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen. Observation was intended to see and to know about the condition of class and students. Process of teaching and learning through debate to know the obstacles appeared during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that could be seen from their attitude, behavior, and response.

2. Field note

Field notes was one of the way to collect the data by making records on whatever happens in the classroom. In this study field note was used to collect the data.

3. Test

Test was important part of every teaching and learning experience. Both testing and teaching were so closely interrelated that it was virtually impossible to work in either field without being constantly concerned with the other. Tests could be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language. Test was an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The researcher used an achievement test to measure the student's progress in speaking. The forms of tests were spoken test in the form of debate. From those forms, the researcher got score directly the specific learning. The scoring was

done quickly and easily. There were five aspects of assessment in speaking. They were vocabulary, grammar, pronunciation, fluency and comprehension.

3.6 Validity and Reliability of Test

The instrument in collecting the data should be valid and reliable. The researcher needed to analyze the validity and the reliability of the instruments which are used in this study. The concept of validity and reliability are discussed below:

1. Validity of test

Validity meant the extent to which an instrument measures what should be measured. The instrument was valid while the instrument which was used in the research could be used to measure what the researcher wants to measure. So, the validity and the instrument of the research were interrelated. In this research, the researcher used content validity. The standard of content validity was the degree to which the sample of items, tasks, or questions on a test were representative of some defined universe or domain of content.

Table 1 : Content validity of pre-test

No	Indicators	Items number	Total	Score
1.	To identify the vowel sound	1,3,9,11,16	5	6
2.	To figure out the vocabulary	2, 6, 10, 12, 14,	5	4
3.	To find out the repetition vowels in the descriptive text	4, 7, 13, 18, 19	5	4
4.	To analyze the fluency of vowel in the descriptive text	5, 8, 15, 20 4	5	6
	Total		20	100

Table 2 : Content validity of post-test

No	Indicators	Items number	Total	Skor
1.	To identify the vowel sound	2,3,9,10,16	5	6
2.	To figure out the vocabulary	5, 11, 15, 20 , 7	5	4
3.	To find out the repetition vowels in the descriptive text	4, 9, 14, 17, 6	5	4
4.	To analyze the fluency of vowel in the descriptive text	1, 8, 15, 20 4	5	6
	Total		20	100

2. Reliability of test

The test of reliability of the instruments was done externally or internally. The external test was done using test-retest (stability).¹² The researcher used correlation product moment technique to find and to measure the reliability of the instrument

$$r_i = \frac{n \sum X_i Y_i - (\sum X_i) (\sum Y_i)}{\sqrt{[n \sum X_i^2 - (\sum X_i)^2] [n \sum Y_i^2 - (\sum Y_i)^2]}}$$

n = The number of the students

X_i = Pretest score of try-out

Y_i = Posttest score of try-out

Tabel 3: Reliability of the Test

SCALE	LEVEL OF RELIABILITY
0.00 – 0.20	Not reliable
0.20 – 0.40	Less reliable
0.40 – 0.60	Reliable enough
0.60 – 0.80	Reliable
0.80 – 1.00	Very Reliable

3.7 Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Test

In simple terms, test explained as a method which is used to measure pronunciation and fluency students' in speaking skill before and after doing the treatment, where was the researcher use pre-Test and Post-Test. The treatment, where was the researcher use pre-test and post-test. The students' score of pre-test and post-test obtained from the process were used to see improvement of understanding and students' achievement. The formula used to know successful or not as follows (Agustina, in Dwi 2010:34).

The percentage of individual success

$$\%X = \frac{X1}{N} \times 100\%$$

%X = The percentage of individual success

X1 = obtained score

N = The maximum

1) Mean of Pre-Test and Post-Test

$$Mx = \frac{\sum x}{N} = \frac{835}{15} = 55,67$$

$$My = \frac{\sum y}{N} = \frac{950}{15} = 63,33$$

2) Standard Deviation

According to the data pre test and post test, the researcher calculates the standard deviation of pre-test and post-test as follow:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

3) Giving Interpretation t_o

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}$$

2. Pronunciation Test

To analyze the speaking test, the researcher adopted the score of classification for pronunciation by Heaton (1998:100)

Table 4: The score of classification for pronunciation

CLASSIFICATION	SCORE	CRITERIA	Explanation
Excellent	6 (100)	Native pronunciation with no trace of "foreign accent"	Stress,tone,accent,intonation,vowel good
Very Good	5 (90)	No conspicuous mispronunciation, but would not be taken for a native speaker.	Stress,tone,intonation, vowel are good
Good	4 (80)	Marked "foreign accent" and occasional mispronunciation that do not interfere with understanding	Stress, ,intonation vowel are good
Average	3 (70)	"Foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	Intonation,vowel good
Poor	2 (60)	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	Vowel good
Very Poor	1 (<60)	Pronunciation frequently unintelligible	All not good

(Adopted from Heaton, 1998:100)