CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been "replaced" by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language.In a country like Indonesia where English functions as a Foreign Language (EFL), students exposure to English is mainly in the classroom. The students have very few opportunities to use English outside the classroom. Therefore, Sawir (2005) points out that 1.7 millions of Asian students, face serious learning difficulties and lack of confidence in speaking English and taking a proactive role in classrooms.

In Indonesia, the aim of teaching English in Senior High School based on the 2006 School-Based curriculum is to help the students to understand and produce oral and written texts in relation to four language skills (listening, reading, speaking, and writing). Secondly, it aims to help students comprehend and produce various short functional and monolog texts, and essay texts. The third aim is to help the students have competences in linguistics (grammar, vocabulary, spelling, and written rules), social culture (language expression based on the community context), and strategy (problem solving in communication occurred). Speaking is the English language skill which is necessary to develop because it is the skill which can show that someone is able to use English and deliver their opinions to others in communication. Furthermore, Richards (2008) also says that in communicating with others, someone should understand what other people say by grasping the meaning through listening. This suggests that it is important to balance the learning of the English language skills. Unfortunately, according to

Sawir (2005:47), the activities of English teaching focus almost exclusively on learning to read, and to prepare English language essays and letters, with little attention to the skills of conversation in English.

Based on these problems, efforts needed to be done to help the students got more enjoyment and successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students' motivation and interest in learning speaking skill.

That problems who Sawir mentioned before strengthened based on the observation from the writer's experience during apprentice at private school SMK Jambi Medan,especially for tenth grade students, it is found that the English teaching activities mostly focus on reading and writing activities and also grammar. The students claims that they seldom ask questions or talk in English with friends; it is the teacher who mostly use English in the class, for example, to explain a topic but in some situation they are dominantly use Indonesian language. The listening activities tend to be a paper test only. The teachers admit that they give listening exercise which was available in the text book only because they do not have much time to find listening materials from other sources. This is in line with what the students claim that for the listening activities, they were just asked to do the exercise, for example:to answer the questions or fill the blanks which are available in their text book.

To strengthen the truth based on the issues above, the writer did pre observation by gave them simple speaking – listening test on Saturday may 9th 2019 for accounting -2 at SMK Jambi Medan. From the pre-observation the researcher got.

Table 1.1 The student's score in pre observation test

NO	NAME	SPEAKING SCORE
1	DELA	68
2	NURHAYSA	80
3	ADIST AQILYA	78
4	CICI LESTARI	60
5	AVIELA	48
6	PUTRI YULIA	48
7	MAHA PUTRI	65
8	M.FAHREZA	75
9	M. ARIEF	60
10	HERA PUTRI	70
11	ZEA	65
12	WARDIYATUL	50
13	DEA LIANI	55
14	AYU GULTOM	60
15	ANNISA SHOPIYA	60

In pre observation to know their ability in speaking, the writer gave them such a simple test; for the speaking test the writer asked them to introduce themselves. The benchmark assessment to give them score is based on rubrics in chapter 3. Based on the result that researcher concluded that they are lack in speaking, even there are some of them got high value. But overall it shows lack in this skill. Those were such a poor scores where the standard score achievement (KKM) for English subject is 75.

Richards (2008) argues that students must develop the ability to use the language in the real world rather than only to make grammatically correct, and propositional sentences.

EFL students need lots of practice using English, especially orally, get them speaking in the classroom, and teach them where to find opportunities to practice speaking English outside class, and reward them for doing so, exposure to living English, and never lead them to believe that English is a set of rules and words to memorize (Richards, 2008).

Furthermore, Richards (2008) adds that speaking is the skill which can show that someone is able to use English and deliver their opinions to others in communication. In communicating with others, someone should understand what other people say by grasping the meaning through listening (Richards, 2008). Warschauer and Meskill (2000) emphasize the fact that the students and their communicative purposes should be at the very core of the teaching program, thus, the main aim of teaching activity is to enable EFL learners to communicate in the target language fluently and freely. Since both listening and speaking skills are important in the teaching of English language skills, the teacher of English can integrate them. Liyong (2006) suggests to integrate the listening and speaking skills, since they are interrelated in real communication, one can not understand what others talk about without listening, and speaking as well. Nation and Newton (2009) state the more the students get input from listening, the richer the knowledge they acquire then the more fluent they become. Hence, in order to be able to demonstrate comprehensible meaning, students need to get relevant and meaningful input from listening, so that they acquire not only full understanding of the message being spoken, but also the model to communicate them in the appropriate speaking contexts. The innovative and effective medium supporting this integration is needed.

Nevertheless, the growth of technology gave new sides to build literacy proficiency; global literacy, digital literacy, and visual literacy (Cohen & Cowen, 2008). Computer, Communication, and Multimedia have developed rapidly and recently changed the Classrooms

into Smart rooms in the 21st century. The challenge for teachers is required to be *Techno-Teachers*. Nowadays teachers face a big challenge to create a dynamic atmosphere and bring world in the classroom activities. Technological phase of learning is needed as part of English learning styles to change the traditional language rules (Rajval& Devi, 2011).

Rashtchi (2001, as cited in Sze, 2006) mentions that Podcasts is the innovative media which can meet the students' and classroom needs. Podacst that is mentioned here is Podcast British Council. Edisitingha (2007) found that by using Podcasts the students found it easier to access listening practice, and Podcasts helped them to improve their oral presentation skills, too. These are in line with Chan, Chi, Chin, and Lin (2011) who found that Podcast covers a wide range of subject matters so that Podcast can be used for intensive and extensive listening activities, and it can match the students' needs and interests tooThus, in teaching and learning activities the students are more active in participating and engaging into teaching and learning process. As previously stated, the teaching of English for the twelfth grade students at SMK Jambi Medan was monotonous. Therefore, the writer decided to conduct her study about the use of Podcast to improve the students' speaking skill at SMK Jambi Medan .In addition, this school has good ICT facilities, such as computer laboratory, LCD projector, and hot spot area. Most students also have their own smartphone and they can access the internet through broadband. Taking into consideration the advantage of Podcast in students' speaking skill, the writer is interest in finding out whether or not there was any significant difference in the students' speaking skill between the tenthgrade students of SMK Jambi Medan who were taught by using Podcasts and those who were not taught by using Podcasts. In addition, the writer also figured out the students' feedbacks towards the use of Podcasts.

1.2 The Problem of the Study

The problem of study is formulated as follows:

1. "Does Podcast British Council media improves student's speaking skill at SMK Jambi Medan ?"

2. "How does the process of podcast British Council can improve student' speaking skill?"

1.3 The Objective of the Study

Based on the formulation of the problems above, the research objectives are:

1. To find out whether there is improvement of students in speaking ability by using podcast British council media at SMK Jambi Medan

2. To know how a media such Podcast British Council can   improve students speaking skill simultaneously.

1.4 The Scope of Study

In fact in teaching learning process, there are four main skills that must be developed when the EFL students want to achieve English language such as speaking skill, reading skill writing skill and also listening skill.

Also, there are so many media that can improves integrated skill in one shoot such as vlog, wikis, social bookmarking, podcast, Games, virtual worlds, and simulations, andetc. Due to feasibility of the research, it is almost impossible for the researcher to use all the media to improve all skill and apply it in this study. Therefore, based on the background and identification of the problem, this study will be focused on the application of Podcats British Council on student's speaking skill for tenth grade students at SMK Jambi Medan.

In improving student'sspeaking skill there are some parts that should be assessed. In speaking skill, the researcher focus on some parts from 6 elements of speaking, Harmer (1991) namely: vocabulary, fluency, comprehensibility.

1.5 The Significances of the Study.

The researcher hopes from this research is expected to give some benefit such as: Theoretically, it is expected that the result of this research could enrich the knowledge in pragmatic analysis in term of speech acts.

Practically, there are some advantages to some parties as follows:

1. To English Department students, the result of this research is expected to facilitate themtogain better understanding related to the recent apps namely podcast British council which can improve listening and speaking skill simultaneously

2. To other researchers, this research is expected to provide guidance and evidences to guide them to conduct a further research which is related topodcasting. Especially applying podcast British council for senior high school students.

3. To teachers and/ orcandidate teacher, it is expected that the result of thisresearch can be the reference to be more creative in teaching including the method, the activities, and the way to communicate to students by the recent media`

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 The Nature of Speaking Skill

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

Speaking is a communication skill that enables persons to verbalize thoughts and ideas. Hughes (2002:135) Speaking is fundamentally and interactive task; Speaking happens under real time processing constrains; Speaking is more fundamental linked to the individual who produce it than the written from it.

Fulcher (2003:23) states the speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they innerumable. Speaking is made use of words by speaking. Speaking consist of producing systematic verbal utterances to convey meaning. Communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange.

In other meaning, speaking is an interactive process in which an individual alternatively takes the role of speaker and listener, and which includes both verbal and non-verbal component.

Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts. It means that speaking is interaction between speakers with listener. Communication is happen because of giving information.

The communication purpose for the speakers could be:

1. They want to say something.

2. They have some communicative purposes; speakers say something because they want something to happen as result of what they say.

3. They select from their language store. Speakers have an inventive capacity to create new   sentences.

To achieve this communicative purpose they will select the language they think is appropriate for this purpose. The goal of speaking is to build a communication between a speaker and listener in an interactive way. There are two instances when such a skill is required and these are: interactive and semi-interactive. In the first instance, this would involve conversation with another person or group of person whether face to face or over the phone, where there is an exchange of communication between two or more people. What one needs to remember are speaking is a process of conveying feeling or ideas to others with the use of verbal language and it is a process of involving the speaker and listener in a communication line.

Speaking is really needed to make a good social interaction in dailylife. When people hear someone speak, they pay attention to what the speaker, sounds like almost automatically in order to get what the speaker is going to deliver (Fritz,2010:33). Speaking can be achieved by mastering some components;grammar and vocabulary are banded in language learning. Planning what to to say, formulating the utteranceAs and producing them need to become automatic if

what the learners say is to be considerd 'fluent' (fulcher,2003:46). Everybody needs to be able to open and close a conversationand use the suitable words in the conversation.

2.1.1.1Types of Speaking

According to H.Douglas Brown in 2004, there are five types of speaking, they are:

1. Imitative : at one end of communication of types of speaking performances is the ability to simply parrot back (immitate) a word or phrase or possibly a sentence. With this is a purely phonetic level of oral production, a number of parodic lexical and grammatical properties of language may be included in the criterion performance.

2. Intensive : a second type of speaking frequently employedin assesment context is the production of short stretches of oral language design to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administratior is minimal at best.

3. Responsive :responsive assesment task include interactionand test comprehension but at the some what limited level of very shirt conversation,standard greetings and small talk, simply request and comments and the like.

4. Interactive: the difference between responsive and interactive speaking in the length and/or multiple participants. Interaction can take the two forms transactional language, which has the purpose of changing specific information or interpersonal exchanges, which haaave the purpose of maintaining social relationship.

5. Extensive: extensive oral production task include speeches, oral presentations, and strory telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses)

2.1.1.2 The Problem of Speaking

Speaking is not as easy as it may seem. In fact, it is a complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different type of person, there are some problems in speaking. Brown (2001) suggested some causes that make speaking is difficult as follows:

1. Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced Forms

   Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. Performance Variables

   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insertcertain fillers such as ub, um, well, you know,

I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

   Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of Delivery

   Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

   This is the most important characteristic of English pronunciation. The stress-timed rhythm and its intonation patterns convey important messages.

8. Interaction

   Learning to produce waves of language in a vacuum without speaking skill of its richest component: the creativity of conversational negotiation.

2.1.1.3 Element of Speaking

Harmer (1991) categorized those things in six skills, they are:

1. Vocabulary

   It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essentials to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and used them. They need to practice more to keep them in mind.

2. Pronunciation

It is the manner of pronouncing something articulate utterance (Webster:1983). Certainly we all realize that pronouncing is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. It can be learned by way imitating and repeating. Therefore, teacher of English should have a good standard ofpronunciation in other that the learner can imitate their teacher in teaching and learning process.

3. Grammar

Cook (2009) defines these types of grammar such as: Perspective grammar, traditional grammar, structural grammar and grammar as knowledge. Another definition that grammar is the study of language which deals with many forms. The forms mentioned are the forms and the structure of words and with the customary in phrases and sentences.

4. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse.

5. Comprehensibility

Comprehensibility is an ability to understand, know or get the speakers' point (message) to other or partner.

6. Self-Confidence

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question.

2.1.1.4 Functions of Speaking

Function of speaking according from Burns (1997) then developed by Richards explores three part version of function of speaking: talk as interaction, talk as transaction, and talk as performance. Each of these activities will explore below:

1. Talk as Interaction

This refers to conversation and describes interaction which serves primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and establish a comfortable zone of interaction with others.

2. Talk as Transaction

   This type of talk refers to situation where the focus is what is said or done.

   Quoted from Jones (1996: 14) describes the mean in transaction, talk is associated with others activities. For example, student may be engage in hand-on activities (e. g in a science lesson) to explores concept associated with floating and sinking. In this type of spoken language students andteachers usually focus on meaning or on talking their way to understanding.

3. Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable formal and is closer to written language than conversational language.

2.1.2 Media in Teaching English

2.1.2.1 The Definition of Media

The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers (Terry, 2000). In this modern era, the word media have already been familiar for us in the relation with teaching and learning process. The same source also mentions that not all media involve technology, of course. Books and newspapers do not conjure up images of technology, although a good deal of technology goes into its creation. In fact there are many kinds of media such us conventional like books, magazine, newspaper and many more. And also the recent media that already mentioned above. It means so many media that we have from many sources.

Media refers to any communication method that conveys information, or that allows interaction between teachers and students. According to Arsyad (2003:15), in teaching and learning activities using the media, the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, and educational teaching aids of view, educational technology, teaching aids, and explanatory media. It can be concluded that many things can define the media itself in the context of learning process.From the definition above, we know that media are grown by technology, and now we can find it in many sources. Media is an important thing in teaching and learning process.

2.1.2.2 Types of Recent Media

1. Blog

A blog is a basic web page with posts presented in reverse chronological order. Posts can be retrieved via an RSS reader (such as Google Reader), negating the need to visit the blog. Google uses its blog to communicate new products or offerings. CNN uses blogs as an alternative news source. NASA has a launch blog. Well known people like Dave Barry, Scott Adams (Dilbert), and Tom Peters use blogs as well. Even the president of Iran has a blog. Blogs figured prominently into the last American president election, providing candidates with another venue to connect with voters. The simplicity of blogs is deceptive. Blogging enables unique opportunities for educators to improve communication with (and between) learners, increase depth of learning through reflection, and enable the formation of diverse viewpoints and perspectives. Perhaps most importantly, they enable educators to connect with each other.

2. Wikis

Wikis or more broadly, collaborative writing on the web, have captured the interest of business leaders and academics. Well known, and increasingly referenced, is Wikipedia. A wiki is basically a simple web page that anyone can edit. At least that's the standard description or what wikis were when first started. The openness of wikis has encountered the reality of human behavior (or more precisely - spam). Wikis are chaotic, informal knowledge spaces. Wikis enable individuals to create a collective resource. Whereas blogs enable individual voices, a wiki over-writes individuality.

The messiness of wikis can be intimidating to newcomers. But wikis are not without governance or management. Wikipedia has extensive resources available on how to handle concerns arising from community conflict. Democracy and openness drive actions in this space.

3. Social Bookmarking

Social bookmarking is a way to store and organize bookmarks (favorites) on the web. Having bookmarks on the web means they are accessible from any internet.

4. Podcasts

Podcasts is the distribution of audio online through RSS.Technology has developed to the point where an educator can record and distribute audio files with only a computer, a microphone, and internet access. Of particular potential in audio is the increased use of different audio tools for easy collaboration.

Podcasts is all the rage right now. This is usually consist of an audio file, usually in MP3 format, which is downloaded to an iPod or MP3 player. Now, podcasts may go from 20 minutes to 2 hours, so this type of listening is recommended for advanced students. Most usually sound like pre- recorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how you'd choose a video. Make sure it's appropriate for your students in terms of length, content, and level of difficulty. The added advantage of a podcasts is that it can be downloaded by your students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

5. Video

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. Foreducators, this presents a great opportunity to add diversity and variety to courses.Whilevideo-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users

has opened the door for a new approach to extend lectures – enabling learners to view missed (or not fully understood) lectures at their convenience.

6. Games, virtual worlds, and simulations

Virtual worlds and games are common topics discussion in educational conferences. Most educators have at minimum, indirect experience with games or their own personal use of virtual games. Whether through conversations with students, the activities of their children,

Virtual games, such as World of War craft-generally involve the achievement of a certain goal, such as mastering a game level. Virtual worlds, in contrast, are environments where individuals can interact with each other, but may not necessarily be focused on achieving a particular goal. Traditional video game systems (XBOX and PS3) now offer online gaming as well.

Second Life has received considerable attention from educators over the last several years. SL provides an alternative learning experience to a traditional online course, as learners interact with peers and educators through avatars, explore course material (often in a more interactive manner than only reading text), and express personal learning through visual means.

Simulations are particularly valuable as a learning tool in providing learners with a situated experience that is more cost effective than actually performing the task (such as flying). Simulations can be expensive to design and administer.

2.1.2.3 Podcast British Council

British podcast council is an application published by the British council. This application can be downloaded using an Android phone or from a computer. If we are interested in the way Britons talk about their daily lives, lifestyle, politics, this application is perfect for learning. The users can download and play the audio online or offline and it is equipped with text

that makes it easier for users to understand the content of the audio. This is usually consist of an audio file, usually in MP3 format, which is downloaded to an iPod or MP3 player. Most usually sound like pre- recorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. Because the recording base on daily conversation, it makes the listener easy to understand about the conversation.

2.1.3   Review of Related Study

Asthe objective study, namely to identify whether there is improvement through application podcast British council. The writer presents the discussion from two previous studies related to this study in order to strengthen this study.

The first study entitled *using podcast to improve students' listening and speaking achievement,* conducted by Utri fitria, Machdalenavianty and Ismail petrus was aimed to investigate whether there were significant differences in English listening and speaking achievement between the twelfth grade students of MAN 3 Palembang who were taught by using Podcast and those who were not. In conducting the study, the writer used a quasi-experimental research method. That is different from the writer research design who will use Classroom Action Research where it was combination of two; qualitative and quantitative.And the design of the test was the pretest-posttest nonequivalent group design. It has the same design in procedure that the writer will use. And from that test the result showed that there were significant differences in both listening and speaking proved by data interpretation. The other instruments of data collection was observation sheets served meaningful, appropriate, interesting tasks, which could attract student's' attention increase their motivation and improve their comprehension. Hence, based on the result of this study, the writer concluded that Podcast was an effective and
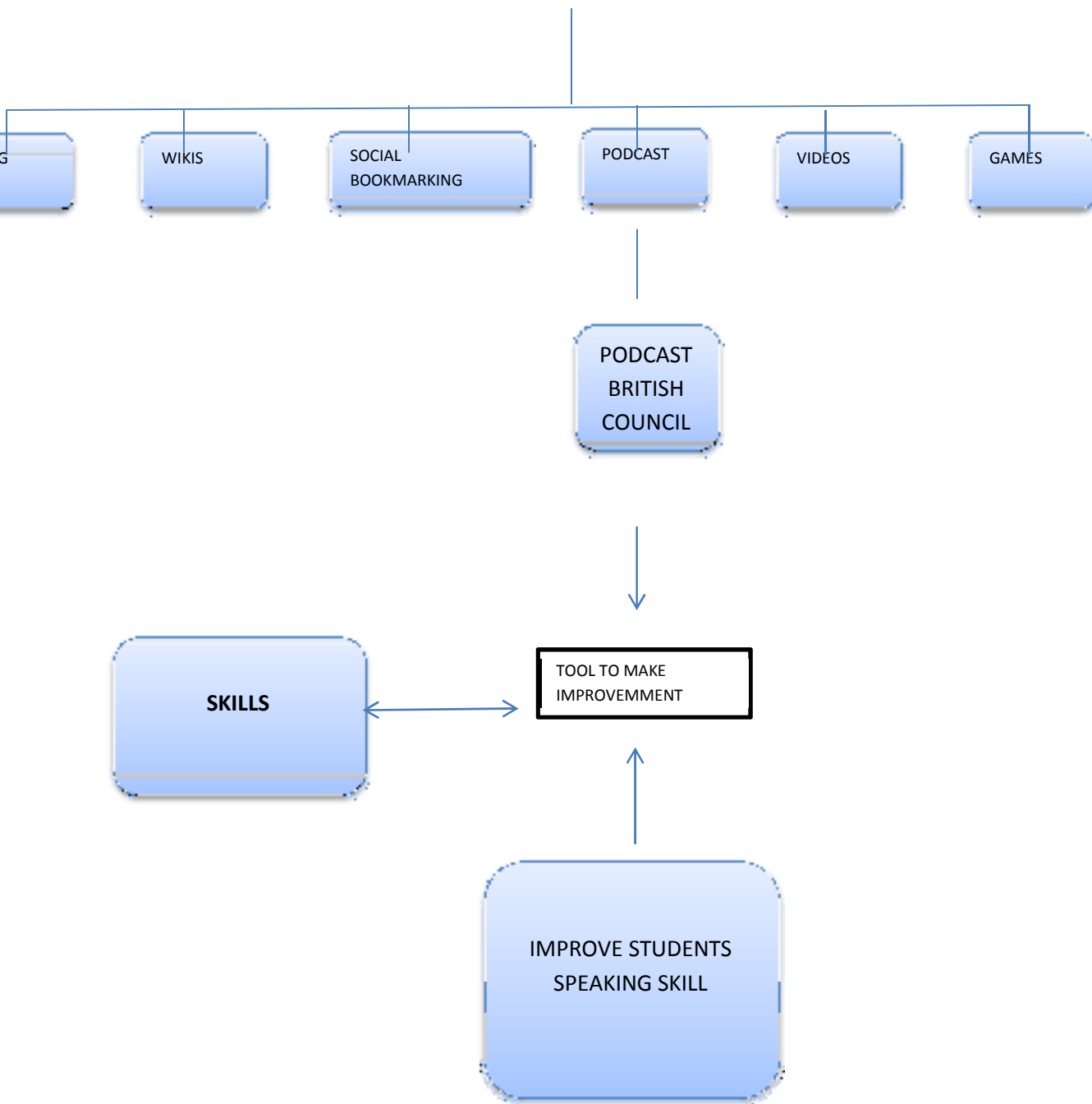
innovative media in teaching English, especially in speaking. Knowing the effect and students curiosity of this recent media motivate the writer to make the similar study at SMK Jambi Medan even though it is different in the major between senior high school and vocational school but it has the same grade.

The second previous was conducted by Ramli from Malang State University entitled *The use of Podcast to improve Student's Listening and Speaking Skills for EFL Learners*. He argued that this study attempted to investigate the podcast use in developing students' English skills, *listening and speaking*. The result of observation found that the potential achievement in using technology affect both students and teachers. Students moderately engage themselves to sharpen their English achievement; listening and speaking with technology experiences. They obtained various instructions and interesting learning atmosphere. Besides that, teacher was also challenged to have an ability to integrate technology tool (such as *Podcast*) to perform creative instruction in classroom setting. Podcast provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their English skills in educational purposes. From the study, it is convinced that the application of podcast in English skills such as listening and speaking contribute a lot to give some improvement for both teacher and students. Compared it to the writer's proposal, it shows some differences namely the research design and also the object of study. In the research design the previous researcher used qualitative research where the conclusion of the study consists of description of observation from the previous researcher, next the objective of the previous research were university students. Andsimilarity namely the podcast used is same with the present research that will be used.As the finding that the writer hadread, it makes the writer brave to conduct the similar study namely applying podcast British council for high school level. Even though those two research applied the podcast

to improve 2 related skill, in this case want to focus on speaking skill only even the effect will be

gotten affect listening skill in comprehensibility.

2.2 Conceptual Framework

MEDIA

G | WIKIS | SOCIAL BOOKMARKING | PODCAST | VIDEOS | GAMES

PODCAST BRITISH COUNCIL

SKILLS ←→ TOOL TO MAKE IMPROVEMMENT

IMPROVE STUDENTS SPEAKING SKILL

CHAPTER III

RESEARSCH METHODOLOGY

3.1 Research Design

This research conducted by applying Classroom Action Research. Classroom Action research in the context of focus efforts to improve the quality of teaching-learning in the classroom. Stringer (2007:8) said that action research was related to idea of reflective practice and the teacher as   the researcher.

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2010:232), population was set or collection of all element processing or more attributes processing. The population of the research carried out from Tenth Grade students at SMK Jambi Medan in academic year 2019/2020.The total number of population in this research were 248 students. Students who will be divided into 4 major namely TKJ, AK, OTKP, and BDP

3.2.2 Sample

According to Arikunto (2010:232) sample was some ore representative of research. It mean that sample is simply is a subset of the writer will be more focus on to research. Based on the population which was grouped into classes, the sample of the research is X AK 2 of SMK Jambi Medan in Academic Year 2019/2020 where the total numbers of the students were 22 students

3.3. Research Procedure

The research procedure was adapted from a model proposed by Kemmis and Mc Taggart in Burns (1999:32) that action research occurs through a dynamic and complementary process, which consists of four essential steps: planning, action, observation, and reflection. In this

classroom action research, the researcher conducted one cycle through the using of Podcast British Council Apps which were consist of four stages, they were: planning, action, observation and reflection.

1) Cycle

a. Planning

This phase was an arrangement for doing something. In planning was considering everything that was related to the action that did about the preparation of equipment needed in teaching – leaning process. The activities consist of:

    a) Preparing the lesson plan in cycle 1

    b) Preparing the teaching material

    c) Preparing the instrument for collecting data such as observation sheet and diary note

b. Action

This phase of action mean the process of activity did. Action was the implementation of planning.
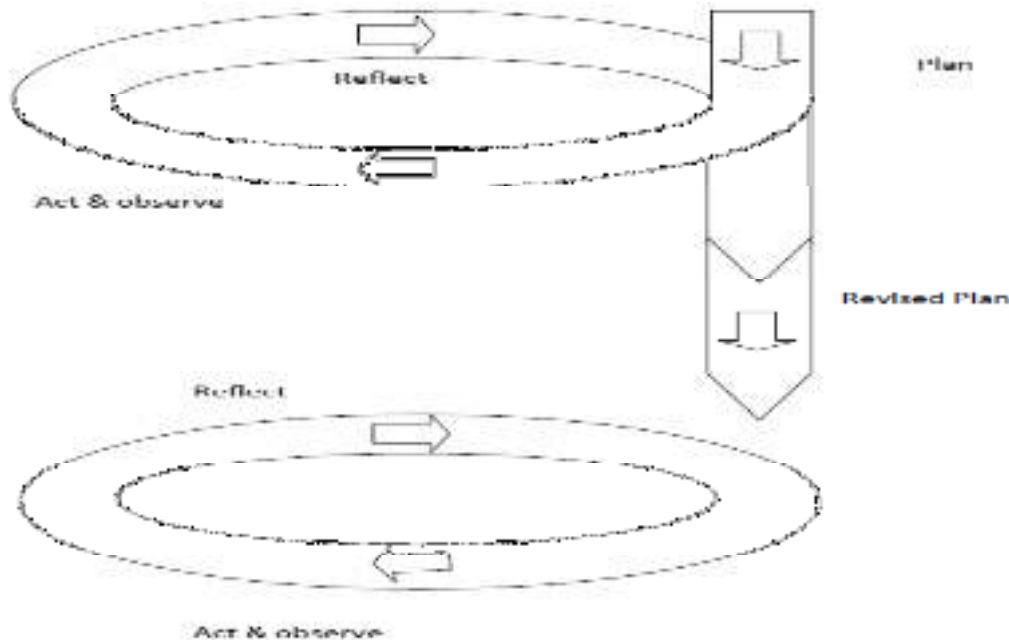
c. Observation

Observation was while the action was being done, the researcher would observe the students reaction through applying app used. The purpose of this steps was to find out information in teaching and learning process, such as the behavior of the students while the app is implemented, also this steps the researcher make sure the situation of classroom are in a good situation.

d. Reflection

Reflection was the evaluation or the feedback process from the action.

It used to help the teacher to make decision. Reflection had evaluation aspects to evaluate the effect of spacious issue and suggest the way to handle it. If the result of the study didn't reach that is determined. When the score needed can't be achieved, further cycle would be applied.

Picture 3.1 The cycle of action research

(Cyclical AR model based on Kemmis and McTaggart in Burn (1999:33))

3.4 The Instrument for Collecting Data.

1. Observation. The observation used to identify the situation that was happened during the process of teaching learning.

2. Interview: the interview here used to get the information by making question and answer session in order to get the specific information. The data expected to catch was how the process of the research and the respond of the sample based on the point of view the objects of study nor based on the researcher.

3. Speaking test. Speaking test here was kind of test that they answered orally. The score of students calculated by some formula. And then in data interpretation from the next chapter showed the improvement to answer problem no 1.

4. Diary notes.

A research diary was a record of the researcher's involvement in a project. The result of diary note had written from each meeting showed much improvement of students.

3.5 Technique of Data Analysis Procedure

The Qualitative data analyzed from diary notes and observation during the research. Meanwhile, Quantitative data analyzed in score by speaking rubrics when the students did performance in front of the class `The data analyzed in five stages proposed by Burns (1999). The first stage was assembling the data. In this stage the data were collected to be reread in order to state important point to show up the broad pattern and to classify them. The second stage was coding the data in which the data can be specified. The next stage was comparing the data that had been specified to see the repetition of the data pattern and the connection among the different data sources. The next stage was building interpretation. This stage developed explanation why particular pattern of interaction and attitude has come up in this project. The last stage was reporting in which the data presented to others. Through quantitative data the researcher would knew whether there is improvement or not on the students' speaking ability through the implementation of talking chips strategy. This necessary showed this part of this necessary part because the readers need to know the data in real. Showing the data used to give the reader to make consideration of the correction for data formulation. To find the mean score in each cycle, the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = Class of mean score

$\sum X$ = Total score

N = Total number of students

The percentages of students who got success and unsuccessful in speaking test for each cycle apply the following formula:

$P = \frac{R}{T} \times 100\%$

Where:

P = Percentage of students who get success

R = Total of students who get success

T = Total number of students

3.6 The Reliability and Validity of the Test

3.6.1 Validity

According to Arikunto (2010), validity is a measurement which shows the levels of the instrument validity. An instrument could be said valid if it could measure what is supposed to be measured. Arikunto said that there are four types of validity, they are content validity, construct validity, and concurrent validity. The writer applied the content validity, it was about is the test can measure the speaking. This validity showed the parts that researcher would assessed in the real for the object of the study to made easy to compose the related evaluation for the tenth grade students based on their ability and necessity in specific and real.

Table3.1 Validity of the Test specification in Speaking Test

CONTENT	SPECIFICATION	KIND	NUMBER	SCORE

		OF TEST	OF TEST	
VOCABULARY	**PART OF SPEECH** • **ADJECTIVE** • **VERB** • **NOUN**	**ORAL**	20	25
COMPREHENSIBILITY	• **INFORMATION ACCEPTED**	**ORAL**		25
FLUENCY	• **WORD PER MINUTE (increased the point)** • **PAUSE PER MINUTE (decreased the point)**	**ORAL**	1	50
				100

3.6.2 Realibility

According to Arikunto (2010:178), reability show as instrument that could be trusted used as a tool of collecting the data because it has already a good enough. A good instrument was tendencie to lead the respondent in choosing certain answer. If the data approriate to the fact, the result would be the same althought it's exercise many times. So the reability was the way of to collect data and find out whether the test is realible or not.

So this was the formula used to find out the reability

$$R = \frac{K}{(K-1)} \left[1 - \left(\frac{M(K-M)}{K(S)^2} \right) \right.$$

Explanation:

R: Reability of instrument

K: The number of items in the test

M: The mean of the test score

S: Standard deviation of the test score.

The calculation of the reability:

0.0-0.20   : Very Low

0.20-0.40   : Low

0.40-0.60   : Fair

0.60-0.80   : High

0.80-1.0   : Very High

3.7 Scoring the Test

In scoring the test of this research, oral test would be given to the students in order to evaluate the students speaking and listening competencies. Some criterions should be given considered the need to be scored.

In speaking test Harmer (1991) categorized element of speaking into six skills, they were vocabulary, pronunciation, grammar, fluency, comprehensibility, and self-confidence. But the researcher made limitation and focus on3 parts as in scope of study mentioned. And these are the rubrics of speaking skill

Table 3.2 Rubric Assessments for speaking.

1. vocabulary

No	Types of vocabulary	Range	Score
1	**Unsatisfactory** Very limited vocabulary; making comprehension quite difficult	10	
2	**Fair** **Frequently using wrong word speech limited to simple vocabulary**	15	
3	**Good** **Sometimes using inappropriate terms about language because of inadequate vocabulary**	20	
4	**Very good** **Rarely having trouble**	25	

2. Fluency

No	Types of fluency	Range	Score
1	**Unsatisfactory** **Speed of speech and length of utterances are so far below normal, long pauses, utterances left unfinished**	20	
2	**Fair** **Doing definite stumbling but managing to rephrase and continuing**	30	
3	**Good** **Speech is generally natural**	40	
4	**Very good** **Being understandable**	50	

3. Comprehensibility

No	Types of comprehensibility	Range	Score
1	**Unsatisfactory** **Difficult to catch the words**	10	
2	**Fair** **Able to catch a few simple words**	15	
3	**Good** **Able to catch simple words**	20	
4	**Very good** **Able to catch the words well.**	25	