

IMPROVING STUDENTS' SPEAKING SKILL THROUGH VOA LEARNING ENGLISH VIDEO AT SMAN 1 AROSBAYA

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ABSTRACT

This study aims to improve the speaking skills of class X science students at SMAN I Arosbaya by applying the VOA Learning English media. This research is a collaborative classroom action research. It aims to find and implement some actions to improve speaking skills. The procedure is an action research that occurs through four steps, namely planning, implementation, observation, and reflection. Researchers and teachers collaboratively find ways during the speaking learning process, find some problems, and plan and implement the proposed actions. The findings in this study only occurred in one cycle. The findings of this first cycle indicate that students' speaking skills increase after learning with VOA Learning English Video is applied. In addition, the results of this cycle showed that after the implementation of VOA vocabulary mastery and student motivation also increased. The indicators of successful implementation are: first, students can overcome their shyness and confidence to speak English. Second, students' pronunciation in speaking increases, Thirdly, students' vocabulary mastery increases. In addition, this finding is also supported by the score obtained by students at the pre-test from 60 to 78 at the post-test.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas X IPA SMAN I Arosbaya dengan menerapkan media VOA Learning English. Penelitian ini merupakan penelitian tindakan kelas kolaboratif. Hal ini bertujuan untuk menemukan dan menerapkan beberapa tindakan untuk meningkatkan keterampilan berbicara. Prosedurnya merupakan penelitian tindakan yang terjadi melalui empat langkah, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Peneliti dan guru secara kolaboratif menemukan cara selama proses pembelajaran berbicara, menemukan beberapa masalah, dan merencanakan dan mengimplementasikan tindakan yang diusulkan. Temuan dalam penelitian ini hanya terjadi dalam satu siklus. Temuan siklus I ini menunjukkan bahwa keterampilan berbicara siswa meningkat setelah pembelajaran dengan VOA Learning English Video diterapkan. Selain itu, hasil siklus ini menunjukkan bahwa setelah penerapan VOA penguasaan kosakata dan motivasi siswa juga meningkat. Indikator keberhasilan implementasi adalah: pertama, siswa dapat mengatasi rasa malu dan percaya diri mereka untuk berbicara bahasa Inggris. Kedua, pengucapan siswa dalam berbicara meningkat. Ketiga, penguasaan kosakata siswa meningkat. Selain itu, temuan ini juga didukung oleh nilai yang diperoleh siswa pada pre-test dari 60 menjadi 78 pada post-test.

Keywords: Speaking, Pronunciation, VOA Learning English Video, Learning Outcomes

Introduction

Speaking as a second important skill, it must be mastered by everyone to communicate with another. According to Brown, Burns & Joyce cited in (Nuraini, 2016) that speaking is an interactive process of meaning construction that includes producing, receiving, and processing information. Speaking skills are valuable skills and become something that must be mastered by students in the learning process of foreign languages, including English (Bahadorfar & Omidvar, 2014). Then, to develop speaking skills requires in-depth practice.

The most important aspect of speaking are vocabulary, grammar, fluency, and pronunciation. However, based on preliminary study, it was found that most students in class X IPA at SMAN 1 Arosbaya experienced various problems so that their pronunciation in speaking was low. In this case, it was found some of students scored below the average score. Therefore, teacher need to find a media that can help to solve these students' problem.

The researcher proposes one of the media through VOA Learning English to overcome these problems . This is because by using this VOA learning English Video, learning become effective as students are usually busy being studied, they become orderly, focused and enthusiastic. Teacher can also create various classroom situations and a conducive student learning atmosphere. In addition, VOA is in the form of media that can be seen and heard this makes it easy for students to hear native speakers with good pronunciation and it also equipped with running text that are displayed in the video. The VOA Learning English Video equipped with a variety of vocabulary that can increase students' vocabulary knowledge.

So, the researcher try collaborated with the teacher to overcome the problem with this research entitled "Improving Students' Speaking Skill Through VOA Learning English Video at SMAN 1 Arosbaya" with the goal to get improvement in students' speaking.

Review Of The Related Literature

a. Media

According to Huffman in (Muzdalifah I. , 2018), he state VOA is one of instructional media or multimedia that can be seen and heard. It can help the students to hear natural language or real speech from native speakers in real life. For the English teachers, VOA is international news program contained in computer application that can access and download with internet or website and choose the form of VOA (audio, video, audiovisual or multimedia) in accordance with their material. VOA Learning English is a special program to help English students all over the world to develop their English skills every day. This also state by Risawati (2020), this program includes stories, lessons, together with up-to-date news reports which are written by simple vocabulary and spoken at a quite slow speed to help students to understand them easily.

b. The Concept of Speaking

Basically, communication through language is done by humans through speaking and listening. In speaking, we express ideas in words to others and to give them an understanding of the topic we are talking about and provide feedback. Therefore, these two aspects between speaking and listening cannot be separated. These two aspects are also included in the concept as defined by Clark cited in (Nadila, 2019), meaning that when we learn language, we also think about how people speak and understand others.

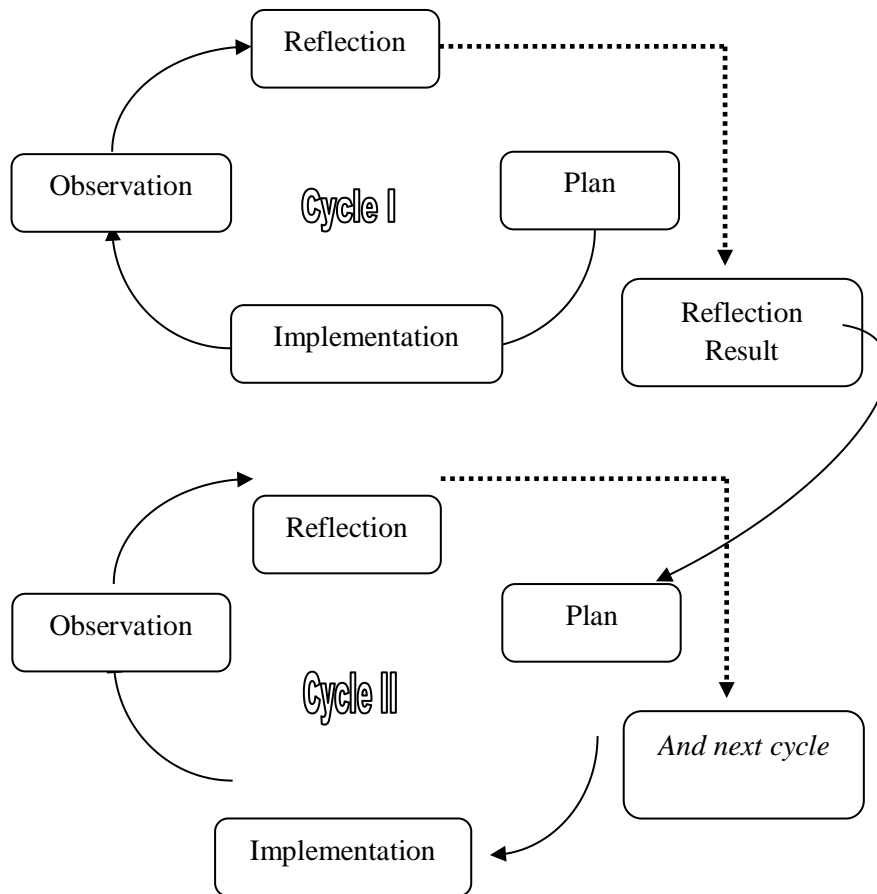
On the other hand, teaching English to speak as a Foreign Language is not easy. There are several factors that affect students' ability to participate in speaking classes. Some of these factors are students' backgrounds. Their background during interactions with family, friends, can have a big influence on their development in speaking English. As stated by Atta and Jamil (2012) who researched that in Pakistan, they stated that some parents actively participate in their children's educational activities so that they can eliminate some of their children's learning losses. So, this is what underlies the need for media that can help EFL students in improving their speaking.

c. The Use of VOA Learning English Video in Teaching Speaking

The use of videos, games, songs, and some humor in teaching speaking is very effective to help students in learning. Harmer in (Mustikawati, 2013) claims that students' motivation increases when they learn a language using video media. Many aspects of language are clearly conveyed using video, including VOA Video. The positive effect of using VOA Learning English videos as a medium for learning to speak can provide a lot of information to students. It is like students can learn how to pronounce words correctly when speaking, even they can also get new vocabulary. After they watched the video, the students presented the information they got from the VOA video that was shown to them in front of the class.

Method

This research uses Classroom Action Research (CAR). This research model was adapted based on the opinion Arikunto (2006) that in general there are 4 stages namely: planning, implementation, observation, and reflection. This study aims to find and implement several actions to improve students' speaking skills. Researchers and teachers collaboratively find weaknesses in the process of learning to speak, identify some problems, and plan and implement proposed actions. After that, researchers and teachers evaluate, reflect, and discuss the actions that have been implemented. The role of the researcher is as an observer. In the observation process, the researcher was assisted by an English teacher as his collaborator. In this study, the role of the English teacher is as the person who implements the strategy.



Picture 2. The classroom action research model adapted from (Arikunto, 2006)

The setting of this study take place at the school by taking the target at SMAN 1 Arosbaya and the subject are the student ten grade .The researcher took a sample in the class because it adjusted the direction of the english teacher in the class and also the researcher found the several problem related to the speaking aspect of students like pronunciation and vocabulary of students in learning to speak english wich was still lacking. From the information the researcher conduct the research using test and observation sheet to taking a data.

For data analyzing, the researcher use this formula to calculate the success criteria.

1. Individual score (X)

$$X = \frac{\text{Students' score obtained}}{\text{Maximum score}} \times 100$$

2. Classical Score (X_2)

$$X_2 = \frac{\text{Number of students get passing grade}}{\text{Total students}} \times 100$$

The success criteria used in this study is to measure the success of the action. The indicator is an increase in students' scores in speaking with the right pronunciation, the action applied in this study is considered successful if 75% students in the cycle have the same score or higher of the Students' standard minimum score.

Result and Discussion

In this sub-chapter, the researcher described and discuss the results of the research with the compared the theories from chapter 2. As mentioned in the previous chapter that in this study, the researcher intends to pay attention to the implications of using VOA Learning English Video as a means to improve students' speaking skills.. When someone often pays attention to the perfect pronunciation of words, it would affect on their speaking and listening. (Muzdalifah I. , 2018).

Based on the findings, before learning the VOA method was carried out in class X Science 1 SMAN 1 Arosbaya, students looked bored and not active in class. However, during VOA learning begins, students become more active. This is evidenced when the teacher asks students to present the material that has been explained using their own language. It is like that Chittravelu in (Risawati, 2020) say that when students will express themselves and communicate with others through the use of some vocabulary to produce.

After the application of the VOA media, it turned out that the students looked enthusiastic in doing the assignments and materials given. This is evidenced when students try to imitate how to pronounce the word correctly through a VOA video. As said by Huffman in (Muzdalifah I. , 2018), it can help the students to hear natural language or real speech from native speakers in real life.

In addition, the VOA Learning English Video can increase the students' confidence to be more speak up. At first the students felt embarrassed and did not feel confident in speaking in front of the class, then after the VOA method was implemented, it changed the students' confidence to be more courageous in speaking. The teacher also gave corrections and improvements for their speaking. This is related to the motivation that students get is increasing after learning VOA. In this case, Harmer in (Mustikawati, 2013) claims that students' motivation increases when they learn a language using video media.

In addition, VOA is a special VOA media created to improve skills in English, one of which is speaking skills. According to Risawati (2020), this program includes lessons, stories, with up-to-date news reports which are simple vocabulary and spoken at a quite slow speed to help students to understand them easily. So, the result of this study show

that the use VOA Learning English Video can improve students' speaking skill at X science at SMAN 1 Arosbaya.

Based on the results of the final test as a post test, it shows that the average score of students is 78 with a total score of 1,318. When compared with the average score of students during the pre-test, which was 60, there was an increase of 18 points. So, it can be concluded that 76% of students succeeded and 24% of students failed in this cycle. This means that this cycle is successful according to the success indicators. In addition, researchers have succeeded in improving speaking and pronunciation by using VOA Learning English Video media.

Conclusion

In conclusion, the application of VOA Learning English Video media which was carried out through four stages and actions was proven to be successful in improving students' speaking and pronunciation skills in just one cycle. In addition to helping students in speaking skills, VOA Learning English Video media can also help teachers solve students' speaking and pronunciation problems and make students more motivated by applying VOA Learning English Video media.

In Pre Liminary study, English teacher tell to the student that the Researcher would conduct research observation in this class for the next few meeting. The researcher help the english teacher distribute the questionnaire sheet to students. Based on the results, the researcher found that among 17 students, only four students that passed the test and other were failed. Meanwhile, as previously explained in chapter 3, the success criteria of the Improving Students' Pronunciation of Speaking Through VOA Learning English video at SMAN 1 Arosbaya research would be successful if 75% of students get a score of 70 based on the English KKM score. In this activity, the researcher share the learning process to Mrs. Nur Aini S.Pd as her colaborator and English teacher that the student speaking ability still not good.

In the cycle 1, Based on the results above, the researchers analyzed that there was an increase in students' speaking and pronunciation before and after the application of VOA Learning English Video media was carried out. The difficulties that occurred during the previous preliminary study were also gradually overcome, such as increasing student motivation, increasing student vocabulary, and increasing student pronunciation because they tend to imitate native speakers contained in the VOA Learning English Video media. So, the use of media VOA Learning English Video is very significant to improve speaking and pronunciation of students.

Suggestion

for Suggestions, there are several suggestions that the author presents to several parties. First, the teacher as a teacher must be more interesting in presenting the material with interesting and suitable media so that students can understand in learning English and can also understand students, and evaluate well the extent to which they understand the material in every meeting that has been done. Second, students are expected to be more active in the learning process in class, so that it can foster enthusiasm for learning and

motivation in learning English. Third, other researchers can use the results of this study as a reference to analyze other different studies like the use of VOA in increasing listening skill. Finally, to the readers that this thesis will not be free from errors. For this reason, the author will provide feedback to receive improvements to this thesis. The author also hopes that this thesis can fully contribute to all parties.

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