Improving Students’ Motivation and Speaking Ability
Using Students’ Video Model
(Classroom Action Research in SMA Batik 1 Surakarta Grade X Science 1 in the Academic Year of 2015/2016)

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Abstract

This study aims to reveal how students’ video model can improve students’ motivation and speaking ability. It was a Classroom Action Research (CAR) which consisted of two cycles. The subject of the research was 37 students of grade X Science 1 SMA Batik 1 Surakarta. In this research, there were two kinds of data, qualitative and quantitative. Qualitative data was taken from observation, interview, questionnaire, and field note, whilst quantitative data was collected from test. At the end of cycle two, the students’ motivation improved, and the improvement was seen from these: the students actively involved and participated in the English teaching learning process from the beginning until the end, they did the assignment enthusiastically, and they were focused to the material. In the speaking ability, the improvement was viewed from the result of the test. In addition, based on the post-test in cycle 2, the results were: the aspect of pronunciation improved 3.86%, the aspect of grammar improved 1.02%, the aspect of vocabulary improved 6.12%, the aspect of fluency improved 4.46%, and the aspect of content improved 3.60%. The result indicates that students’ video model improved students’ motivation and speaking ability.

Key Words: Students’ video model, motivation, speaking ability

Abstrak


Kata kunci : Students’ video model, motivasi, kemampuan berbicara
In case of students’ involvement in the classroom during teaching learning process, motivation is a necessary aspect to attract students’ willingness to join the process of English teaching learning from the beginning until the end of lesson. When the students have motivation to learn in class, what material given will run smoothly without problems; such as students do not focus on the teaching learning process, students do something unrelated with the subject or students ignore assignment. Those conditions happened in English teaching learning process in the class of X science 1 SMA Batik 1 Surakarta; the students will participate in the English learning process and feel excited in teaching learning when they are motivated. Motivation itself can increase the students’ willingness in learning, included learning language. Learning language, especially English subject cannot be separated from the 4 skills; listening, speaking, writing, and reading. One of the activities in English class is speaking. In speaking class, learners have to speak up because in this chance students can explore their ability to speak without any apprehension about mistakes during speaking. The students can share their ideas about the material given, for example telling a story in a narrative text material with teacher or friend; in this case, the students have opportunity to correct the language or vocabulary used with their teacher. Basically, each learner has different ability to speaking in certain materials. Nonetheless, some of the students do not have any willingness to speak because they are afraid in doing mistakes. That statement stated by some students of X Science 1 SMA Batik 1 Surakarta. Sometime, they wanted to speak up in some chances such as answering questions, short presentation, or short dialogue, but they were afraid to perform because they found words that they did know how to pronounce it. Besides, the other students also told about feeling not confident when they should perform speaking in front of class. The more problems was stage sickness, shyness, or wordless.

From the afore problems mentioned, in this research, the researcher proposed media which can improve both motivation and speaking; that is students’ video model. The students’ video model is the video as the media used
to deliver the material which is made by the students themselves with certain material. In this research, the material was explanation text which is as the syllabus of the Grade X of Senior High School from the government. The student’s video model can encourage the students to be brave to speak up. The students can express their creativity when they are doing the process of shooting the video without ignoring the main material. When the video is played, the students will pay attention to the video because the video is made by their friend. Whilst the video is played, the students do not only watch, but also doing some activities related to improve their ability to speak such as writing the difficult words or getting some points from the video.

By creating their own video, it means they were directly involved to the material because the students themselves decided the theme, find the reference, arrange the scenario, set the place, take the video, and edit their video. Because of the effort released in processing that video, they did not miss the learning process when the video was played. They paid attention all the time because they watched their own video and compared to other video from the other friend. By creating their own video, the students managed maximum preparation because they knew that the video would be watched by all of the class as the model. When they got mistakes in pronouncing words or forget some sentences, they retook the part. With their own video, the students knew their mistakes when the video was played. The students understood the video by repeating some parts in the video. Later, the students would be brave to speak up.

Based on the explanation above, it can be assumed that the students’ video model will improve students’ motivation and students’ speaking ability in the tenth grade students of SMA Batik 1 Surakarta. The improvement is seen from each indicator both of motivation and speaking. The indicators of intrinsic motivation: (1) the students prefer to choose in involving, participating, or attending to the learning process than ignore it; (2) the students do assignment or work with full of energy, enthusiastic and interested; (3) the students have high standard in creating something with maximum performance; (4) the students
continue their motivation till end of the learning process (Thondrow et al: 2008). Meanwhile, the indicators of speaking are pronunciation, grammar, vocabulary, fluency, and content. The objectives of this research are to identify how students’ video model can improve students’ motivation and students’ speaking ability.

**RESEARCH METHODS**

The research was carried out in SMA Batik 1 Surakarta. This school was located in Jl. Brigjen Slamet Riyadi No.445, Laweyan, Surakarta, Central Java. It was held on January to February 2016. The subject of this research was the 37 students of X Science 1.

This research is an action research. Action research is defined as any systematic inquiry conducted by teachers, administrators, counselors or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach and how their students learn (Mills, 2011). Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. The research design of CAR in this study was a collaborative classroom action research; meanings that the researcher collaborated with the English teacher of SMA Batik 1 Surakarta. In carrying out the study, the teacher’s role was as an English teacher who teaches speaking through students’ video model. The researcher’s role was as an observer, who observed teaching learning activities during the speaking learning process.

There are four steps in action research: planning, acting, observing, and reflecting. In planning, the researcher created some plans based on the finding of preliminary study. In acting the researcher would do what have been planned before in lesson plan. In the first cycle, the researcher would play the video prepared as the first model to the students and as the example, what kind of video which will make by the students. From that video, the researcher would explain
about the material given; explanation material. In this occasion, the researcher asked the students to create their own video in group then in the next meeting they presented it in the front of class. In observing, the researcher observed the students’ learning process, their engagement in the process, and the important things is their motivation to involve in the method that is implemented by the researcher. In reflecting, the researcher had an evaluation about the process and the result. This evaluation will be the reason is there any other cycle should be conducted or not.

There were two kinds of data in this research, quantitative and qualitative. According to Cresswell (1994) in Sukamolson, quantitative is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). The data was taken from holding pre-test and post-test. The other one is qualitative data which was taken from conducting observation, interview, questionnaire, and field note. Taken from Miles and Huberman (1994), the qualitative data analyzes through three activities: data reduction, data display and conclusion, drawing and verification.

LITERARY REVIEW

According to Yau and Kan (2011), motivation is an essential element to directly affect students’ learning and performances. Brown (1991) states motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. Lai (2011) defines intrinsic motivation is a motivation animated by personal enjoyment, interest, or pleasure. Intrinsically, students will be motivated when the students include involvement (the desire to be involvement), curiosity (find more about their interest), challenge (figuring out about their interest), and social interaction (social bond). Extrinsic motivational factors include compliance (to meet another’s expectation, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary).

Thondrow et al (2008), propose the characteristics of motivated learning which are characterized by four qualities: choice, energy, standard, and continuing
motivation. Choice, people choose to do some things rather than others. Energy, activities in which people are motivated to do, usually characterized high energy, involvement, enthusiasm, and interest. Standards, people usually seek high personal standards in activities in which they are motivated, they do not settle for second best or substandard performance. People try to better our own performance, and, at times, try to beat the performance of others. Continuing motivation, when people are motivated, they return to the activity voluntarily, time and again, because they enjoy it and feel rewarded through it.

About speaking, according to Cunningham (1999) in Murad (2009), speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). In the afore definition, the indicators of speaking are: 1) pronunciation, it is about how a speaker pronounces words or sounds, including intonation and stress; 2) grammar (grammatical accurate), it is with the structure of the speaker’s utterances; 3) vocabulary, the appropriate words used by the speaker and the ability of the speaker in replacing inappropriate words with other suitable words; 4) fluency, in this aspect, the speaker should have the ability to continue (keep going) the speaking performance; 5) content, the art in receiving the audience’s meaning.

RESEARCH FINDINGS AND DISCUSSIONS

The findings are described from the preliminary study until the implementation of the research. In the preliminary study, the researcher noted the students’ response or attention during the process of teaching learning. There were two things that were analyzed: the students’ motivation during the process of teaching learning and students’ speaking ability. From the preliminary students, the result were: some of the students did not have well preparation in English teaching learning process, sometimes the students would be bored when the material was given in the same way, when the students began to feel bored they would not focus, and some of them were sleepy in the middle of lesson, and the
students did not their assignment well. Those are from the motivation review of the students’ activity during English class. When observed the students’ performance in speaking, there were only some students who had been brave to speak up confident in front of the class to present their material. From the pre-test the mean of the students in each aspect was: pronunciation 9.2, grammar 9.4, vocabulary 9.4, fluency 9.5, and content 9.6.

At the first cycle, the students were enthusiastic when they were asked to create their own video. It could be seen from the students’ attention when the researcher gave the instructions and their response like asking so many questions. Compared to the preliminary, in this cycle students’ were more active involved in the teaching learning process. Whilst the video was playing, the students had willingness to answer question related to the video. Nonetheless, in the aspect of set high standard, the improvement did not really appear. In speaking, the improvement was in each of indicator. Based on the students’ mean score of post-test 1, the improvement in each indicator were: the aspect of pronunciation improved from 9.2 to 10.4, the aspect of grammar improved from 9.4 to 9.8, the aspect of vocabulary improved from 9.4 to 9.8, the aspect of fluency improved from 9.5 to 11.2, the aspect of content improved from 9.6 to 11.1.

After observing the process, the improvement was happening in each indicator of motivation and speaking, but there was some weaknesses dealing with the video’s model itself and the way of delivering material while the video played. In this cycle, the students’ video was attracted but they did not pay much attention to the content, material, voice, and the performance. The second cycle, the video they made should be in these criteria: the video was not more than 4 minutes, with the main material was not less than 2 minutes, the video was about an explanation text, the topic was natural symptom and each group should use different themes, the students created the video in pair and each student was as the presenter, the voice of the video should be clear, and the students were allowed to make editing, effect, picture, or behind the scene only but not too much. Those revisions would be applied at the cycle-2 later.
At the second cycle, the students had already known about what should they do. In addition, their enthusiasm, spirit, and interest to create the video did still exist. It was shown from their response when they were asked to choose the theme of their video. The students directly discussed with their table mate to decide the theme. The theme of each group should be different, so that they were full of energy to submit the theme chosen as fast as possible. From this point, it can be concluded that students accepted the assignment glad. Whilst the instruction was given, the students were actively questioning about difficult words, appropriate words, text structure, and et cetera. It meant that they wanted their best video to be performed in the front of class. They set high standard to create the video. During the teaching learning process, their enthusiasm and interest could be viewed from the students’ argument or suggestion to other’s video model. Compared to the first cycle, in this cycle the students had been brave to say or ask something voluntary. Meanwhile, the improvement of speaking was taken from the post-test 2 of cycle-2. The improvement as follow: 1) in the aspect of pronunciation, in the post-test 1, the students’ mean score was 10.4, and the post-test 2 increased 0.4 point became 10.8, or increased about 3.86 %; 2) in the aspect of grammar, the improvement was 0.1 point or increased 1.02%, from 9.8 in the post-test 1 to 9.9 in the post-test 2; 3) in the aspect of vocabulary, the mean score of the post-test 1 was 9.8 and the post-test was 2 10.4. It increased 0.6 point or 6.12%; 4) in the aspect of fluency, the mean score increased 0.5 point or 4.46%, from 11.2 in the post-test 1 to 11.7 in the post-test 2; 5) in the aspect of content, compared to the first post-test, in the second post-test the student’s mean increased from 11.1 to 11.5, it increased 0.4 points, or 3.6%.

From the findings, the graphic of the improvement from the pre-test, post-test 1, and post-test 2 in the each indicator of speaking are below:
When students’ motivation increases, it will be beneficial to encourage the students to continue to be motivated in teaching learning, especially in English. Chory et al (2001) states among the factors influencing students’ learning, motivation is thought to be an important reason for different achievement. It means that motivation has the crucial factor in students’ learning, even more it also influences other achievements. Motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning (Li & Pan, 2009).

In this research, students’ motivation related to students’ speaking ability. While the students’ motivation improved, the students’ speaking ability improved. From the pre-test to the post-test 2, there were improvements in the aspects of pronunciation, grammar, vocabulary, fluency, and content. Tam (1997) in Boonkit (2009) stated there are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking. Between the students’ video model, motivation, and students’ speaking ability, there was a connection which influences each other. Khameis (2009), describes that to motivate students in EFL contexts, teachers should include many activities and strategies that attract students’ attention and make them interested in the lesson. The relation is to make students motivated in learning English. In this research, specifically in speaking ability, the teaching learning should involve many activities and strategies which
attract the students in the lesson. In this research the activity which attracted the students was the activity of creating students’ video model.

Most of the students chose the media that they liked in English which was video. They agreed that varied media in the teaching learning process would make them more enthusiastic than one medium used frequently. According to them, it would be more exciting when the media in English teaching learning was video. They also mentioned that when they created the students’ video model, their speaking ability increased. Some of the reasons the video model improved their speaking ability and motivation were: (1) by students’ video model students know their mistakes in speaking then correct it, (2) by students’ video model, they have confidence in speaking as they only need to perform their speaking in the form of video, (3) watching their friends speak in the video makes them interested in the class.

From those discussions, the students’ video model results in improvement to the students’ motivation and students’ speaking ability. It is beneficial for the students to increase their motivation. In addition, whilst their motivation is increasing, their speaking ability is also improving.

CONCLUSION AND SUGGESTION

In conclusion, the students’ video model improves students’ motivation and speaking ability. Because of their own video, the students are more enthusiastic and interested in the learning process. The improvement can clearly be seen from the students’ way in creating the students’ video model. The students’ video model improved students’ speaking ability. It is based on the findings that the students’ mean score increased in each aspect. The students could join the process of English teaching learning from beginning until the end of the class. The students’ video model did not disturb the process of delivering the material. In the process of making the video, the students also paid attention to the structure of explanation text.
The students got encouragement to be more confident by creating students’ video model. It could be seen from the discussion based on the students’ questionnaire which revealed that they are more confident to speak in the video than in front of class. The students’ video model is relevant to improve students’ motivation and to be used in the English teaching learning process, especially in improving students’ speaking.

This media could be applied in English teaching learning process. In addition, the researcher has suggestions in using the students’ video model as the English teaching learning media: 1) the students’ video model could be used in certain material; it means that the students’ video model will not be appropriate when it is used in any material. The material which matches with this media is the material about interesting text such as narrative, report text, and explanation text; 2) the students’ video model is useful to be applied because it will help the teacher to prepare the students in speaking activity. It also matches with the score criteria of curriculum 2013, because it included multi aspect. The students can get score of speaking (with detail indicator because teacher can repeat the video when taking a score), the psycho motoric aspect, or the students’ character (such as discipline in submitting the task or the teamwork); 3) In applying this media, it is better for the teacher to make a schedule or plan to make the video is not boring to be watched and analyzed by the students; 4) it is better to the teacher be more interactive in applying this media, because the video could make the students sleepy if the teacher only let them watch the whole video. The students need interactive communication with the teacher while watching the video.


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