IMPROVING STUDENTS’ SPEAKING CAPABILITY
THROUGH OPTIMISING SKYPE

(A Classroom Action Research at the Tenth Grade Students of
SMA Negeri Sragen Bilingual Boarding School
in 2010/2011 Academic Year)

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A THESIS
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for Achieving an Undergraduate Degree of Education in English

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
ABSTRACT


This research focuses on the implementation of Skype to improve the students’ speaking capability of the 10th year of SMS SBBS Gemolong. It is aimed at 1) identifying whether and to what extend Skype improves speaking ability; 2) analyzing the situation of class when the Skype is implied in English language teaching classes.

The writer adopts Classroom Action Research (CAR) which requires four steps, namely planning, implementing, observing, and reflecting. The object of the study is the tenth year students of SMA SBBS Gemolong which consists of 21 students. In the research the qualitative data are analyzed using constant comparative method. Meanwhile, the quantitative data are analyzed using descriptive statistics. The methods of data collection are pre-test and post-test, researcher’s diaries, document, and observation. In analyzing the data, the writer analyzes and compares the students’ pre-test and post-test in form of score.

The research findings points out that Skype can improve: (1) speaking skill, and (2) classroom situation. In speaking skill the researcher finds a) students started to pay attention to the tense usage while speaking, b) looking at the dictionary every time when they get word that they don’t know how to pronounce made them careful speakers with correct pronunciation, c) by learning more new expressions students feel free to communicate fluently and meaningfully, d) the provided expressions totally changed the way to organize sentences in the mind, which are spoken after all. Such improvement is reflected by the students’ achievement. In pre test students’ mean score was 66.2, which is still above the minimum required score 60 and steadily increased in cycle one to 75.3, in cycle two up to 78, in cycle three to 78.5, and finally in post test it was 79.6. This increase shows the progress in students speaking ability. Meanwhile, concerning the classroom situation the researcher finds a) the consecration is changed instantly after introducing Skype in first Cycle. Students paid more attention with desire to learn something. b) the interest of students increased in a way that none of students even speak while explanation. c) chat with native speakers made students active in class. d) the students are much eager than before. They are interested to ask and learn about the speakers. e) interruption while asking and answering decreased into minimum degree.

To sum up, Skype can improve the students speaking ability. Based on the findings above the researcher expects that Skype can be used in other speaking classes.
The Approval of Consultants

This thesis has been approved by the consultants to be examined by the board of thesis examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta.

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MOTTO

The great aim of education is not knowledge but action.

*Herbert Spencer*
Dedication

This Thesis is whole-heartedly dedicated to my Dear Mother & Father.
ACKNOWLEDGMENT

Allhamdulillahi robbil’alamin, praise be to Allah SWT, The Almighty and the Lord of the universe for the blessing poured to the researcher and for giving him faith, guidance, patience, and everything during working on the thesis. Peace and Blessing of Companions of Allah SWT be upon our Prophet Nabi Muhammad SAW, on his family, and on his companions.

However, this thesis could not be carried out without the support, the assistance, and encouragement from many individuals and institutions. Therefore, in this occasion, the researcher would like to express his gratitude to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University for his permission to write this thesis.
2. The Head of English Department of Teacher Training and Education Faculty for her permission to write this thesis.
3. Dra. Dewi Rochningsih, M.Ed.Ph.D and Drs. Martono, M.A., as his first and second consultants for all the time, the suggestions, and the critical advice given to him.
4. Mr. Matthew Corner and Mr. Matthew Highnight from USA, for their participation and being a Real speaker in his research.
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6. Mr. Huseyin Kan and Mr. Yusuf Dos for the support, the patience and the advice.
7. His Beloved parents, brother and sisters for unconditional and distant love, prayers, care, support, and everything.
8. His Best Friend Dowran for always being there for him.
9. Sonny and Risky for the prayer, the support, the time and the friendship Anyone that has prayed and helped him accomplish this thesis.

Hopefully, this thesis can give a meaningful contribution for further research.

Surakarta, January 2012.
The Writer

G.A.G.
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CHAPTER I

INTRODUCTION

A. The Background of the Study

This study generally attempted to observe the change in speaking ability of the tenth grade students of SMA Negeri Sragen Bilingual Boarding School (SBBS). SBBS is the result of corporation between Sragen Government-Indonesia and PASIAD-Turkey. This National school is built on Standard International Education System, which demands for English Language to be spoken while teaching learning process. The first year students of SMA SBBS, have English matriculation classes for three months, then start to take science lessons. English matriculation course is designed to prepare students to the bilingual education, which demands English language be spoken in all classes, except local subjects. At the end of the course, students will be set into the classes based on their English level.

After visiting one of the speaking classes, the researcher found some situations in speaking ability, which influence the learning process. The situations are: (1) students have difficulties in using tenses correctly. For example: “Our lesson is almost finish”, “I haven’t thing about that”; (2) the students can’t pronounce the words well ex: “It’s so expensive any idea?” the pronunciation of that words are as written; (3) the students have problems in finding the appropriate words for certain situation, for example “…how about if I bring you and your friends to Green Canyon..”; (4) the students speak with lots of pauses and they translate their ideas directly from Indonesian “I think so …. so what time we ….ahm we will meet again?”. These are closely related with classroom situations like: (1) the students are not concentrated in lesson; (2) the students are not enthusiastic; (3) the students are not responding when the teacher asks for volunteer to speak or to perform in front of the class; (4) the students are shy and afraid to make mistakes; and (5) the students talk to each other while their friends are performing.
The first cause for these situations is the materials that are used in class no longer interesting and under the level of students. Topics like: *talking about childhood* or *conversations about junior high school* will make bored students demanding about something new, something that is related to their life, and to the life style surrounding them at that time.

The second cause is the influence of the culture. In this case, being dependent on the culture, students still act diffidently in the class. *Being shy, being afraid to perform, keeping salient when the teacher asks students to perform* are the examples. In this situation, teacher should use materials that will lose their diffidence.

The last and important one is the technique that is used in improving students’ speaking ability. Teacher still uses some activities such as: *dialogue, group work, role play, and etc.* that are related to Communicative activities. While those have less affect in improving the students’ speaking ability.

Therefore, the researcher would like to apply another technique named Skype (Audio & Video chatting online). Skype, an application that has enjoyed rapid growth and popularity since the launch of its services, is a software that makes it possible for people around the world to communicate via voice, and video over the Internet, and at a lower cost than traditional methods.

This study involves audio or audiographic exchange over internet, either between students and language teachers, between students and native speakers, between peers, where participants on both sides of the exchange are learning each others' cultures, which will affect on skill and classroom situation. Moreover, students will be introduced with daily growing technology which will make learning process interesting and attractive.

Because of the reasons given above, the writer would like to apply this technique to the tenth grade students of SMA Negeri Sragen Bilingual Boarding School in 2010/2011 academic year.
B. Problem identification

The problems that will be analyzed in this study, as follows:

1. Does and to what extent Skype, when implied in the tenth grade students of SMA Negeri Sragen Bilingual Boarding School in 2010/2011 academic year, influences on their speaking ability?
2. What happens in class when Skype is implied in the tenth grade students of SMA Negeri Sragen Bilingual Boarding School in 2010/2011 academic year?

C. Objectives of the Research

The objectives of the study are:

1. To identify whether and to what extent Skype will affect to speaking ability of the students of SMA Negeri Sragen Bilingual Boarding School in 2010/2011 academic year.
2. To analyze the situation of class when the Skype is implied to the students of SMA Negeri Sragen Bilingual Boarding School in 2010/2011 academic year.

D. The Benefits of the Study

The research result is expected to give some benefits for several sides. The study will give clear explanation about how Skype is implemented by both the students and researcher that can improve students’ English speaking ability.

Then for the students, it is expected that the result of the research can give some advantages for the students of Bilingual Boarding school to have improvement in English speaking ability, and to communicate in English language freely.
Next, it is hoped that through this research, the achievement gained can be useful for teaching English language in Bilingual schools, especially SBBS. Also it is expected that the school is able to improve the quality of teaching learning process by applying Skype and techniques like this.

Another expectation is for the teacher. The result of this study can help to improve students’ speaking ability and prepare the young generation to communicate freely in English language. Moreover, this study can teach teachers to create another technique in improving students speaking ability through improving technology.

And last for the Teacher Training and Education faculty. It is expected that result of this study can be a medium and provide contribution to explore one of the language skills in teaching English. It is also hoped that it can be input and a references in teaching speaking in the school.
CHAPTER II

THEORITICAL REVIEW

A. Review of Speaking Ability

1. The Definition of Speaking Ability

Davies & Pearse (2000: 99) state that, “Real success in English teaching and Learning is when the learners can actually communicate in English inside and outside the classroom”. Regarding the statement above, Scoot and Ytberg (2000: 33) implies speaking as the most demanding skill for the teachers to teach, because it is a way to present new language, English, orally. According Cambridge Learner’s Dictionary 2nd edition (2004) speaking is ability to communicate in one or more languages. Also, as given in New Webster Dictionary (1994: 932) speaking is an act to express one’s ideas, feeling, purpose, and thoughts orally. It is also called oral communication. People, who communicate the message, may have certain expectations as the response of person to whom they are addressing it. They send their message and select the linguistic elements to express it, so as to arouse in the receiver meaning they are trying to convey.

To most people, mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of ability to carry out conversation in the language (Nunan, 1991: 39). The theories above emphasize that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. When people talk about something, the speech can have several meanings. Speaking can be many things, which mean that, when someone speaks to someone else, he or she is thinking of what one wishes to say, choosing the right words from the vocabulary, putting the words in the proper grammatical framework, and communicate. Meanwhile, according to Chaney (1998: 13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.
Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires as the goal of teaching speaking should improve students’ communicative skills, because only in that way, students can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstances.

Speaking, in this study means the activity that presents the language orally, and deliver the ideas, feelings, purposes, thoughts. It emphasizes on interaction, communication and understanding each other. Speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. The speaking component in a language class should encourage acquisition of communication in and out the classroom.

The factors which influence the person's success in learning a second language are the nature of person's motivation to learn, the quantities of the opportunities to learn and the person's ability to learn. Hornby (1995: 2) says that, “Ability means mental or physical capacity, power or skill required doing something.” Meanwhile, Littlewood (1998: 62) states that ability is often restricted to cognitive aspects of person ability to learn notably intelligence, and a set of more specific language-learning abilities called “aptitude”. Ability also means the mental or physical capacity, power, or skill required to do something. It means that ability is the quality or state of being able; power to perform whether physical, moral, intellectual, conventional, or legal; capacity; skill or competency in doing; sufficiency of strength, skill, resources, etc.

From the explanation above, it can be concluded that the speaking ability is one’s power or skill in presenting the language orally to interact and communicate with others. It is used to measure the knowledge about the
language. Speaking is ability as a productive skill because one carries out the activity for using his speech organs successfully, and receptive skills, because it needs someone else to listen to what has been said in order to react what have been heard before successfully.

2. The Concept of Speaking Ability

Guralnik (1994: 2) defines ‘ability’ as a genetic word representing the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength.

Nunan (1998: 26) implies that, spoken language consist of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Characteristics of a successful speaking activity which include learners’ talk a lot, participation is even, motivation is high, and language is on the acceptable level. Each characteristic is explained as follows (Ur, 1996: 120):

a. Learners’ talk a lot
The learners can talk as much as possible. In fact, the period of time allotted to the activity is occupied by learners’ talk.

b. Participation is even
Classroom discussions is not dominated by a minority talkative participants, it means that all members get chance to speak and distribute the contribution fairly.

c. Motivation is high
Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task object.

d. Language is acceptable level
Learners express themselves in utterance that are relevant, easily, comprehensible to each other, and acceptable level of language accuracy. Speaking is the ability to use language in ordinary way
by speech. It is not only matter of transferring some messages to other person but it is also communication, which needs more than one person to communicate with.

When people speak, they construct ideas in words. Express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking skill, does not understand the spoken language, then, these learners are not successful in learning language, because, they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it. It is impossible for the learners to be able to speak English without practicing it.

3. The Component of Speaking Ability

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency.

a. Pronunciation

Pronunciation is the students’ way to utter English well. Besides, pronunciation is one of the difficult language components of a grammar made up of the elements or principle to determine sounds difference and pattern in a language.

b. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.
c. Grammar

*It concerns with how to arrange a correct sentences in conversation. It is in line with explanation given by Levis and Hill (1997: 82) that it can develop the ability to understand and respond quickly, and the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.*

d. Fluency

*It can be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.*

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Another skill and knowledge that instruction might address include the following:

1) Producing the sounds, stress patterns, rhythmic structures, and intonation of the language,
2) Using grammar structures accurately,
3) Assisting characteristics of the target audience, including shared knowledge or shared points of references, status, and power relations of participants, interest levels, or differences in perspectives,
4) Selecting vocabulary that is understandable and the setting in which the speech act occurs,
5) Applying strategies to enhance comprehensibly, such as emphasizing key words, rephrasing, or check for listener comprehension,
6) Using gestures or body language, and
7) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994)
Based on the explanation above, a learner involved in the exchange must know the usual pattern that: such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase, or emphasize words to clarify the description and use appropriate facial expressions to indicate satisfaction with the service.

4. **Construct of Speaking**

Speaking can be many things, which means expressing organized ideas in the mind through using appropriate words, putting them in correct order and tense within acceptable pronunciation and free-flowing or fluent way. Though, main objective is to learn language, above all it is about to develop the students’ communicative competence and to teach new contents.

5. **Evaluating Speaking ability**

The evaluation of this study will be conducted in different way according to the indicators given above.

a. **PHONEPASS® TEST**

The PhonePass test elicits computer-assisted oral production over a telephone. Test takers read aloud, repeat sentences, words, and answer questions. With a downloadable test sheet as a reference, test-takers are directed to telephone a designated number and listen for directions. The test has five directions. (LANGUAGE ASSESSMENT Principles and Classroom Practices by H. Douglas Brown/San Francisco State University)

Because, the technique used in this research is SKYPE, the term test-takers are directed to telephone a designated number and listen for directions will be changed by test-takers are directed to Skype itself and listen for directions, directly from native speaker. Where, the test sheets are printable.
Phonepass® test specifications is changed to Skype pass test

**Part A:**

Test-takers read aloud selected sentences from among those printed on the test sheet. Examples:

1. Traffic is a huge problem in Southern California.
2. The endless city has no coherent mass transit system.
3. Sharing rides was going to be the solution to rush-hour traffic.
4. Most people still want to drive their own cars, through.

**Part B:**

Test-takers repeat sentences dictated over the phone.

Examples:

“Leave town on the next train.”

**Part C:**

Test-takers answer the questions with a single word or a short phrase of two or three words.

Examples:

“Would you get water from a bottle or a newspaper”

**Part D:**

Test-takers hear three word groups in random order and must link them in correctly ordered sentences.

Examples:

“Was reading/my mother/a magazine.”
Part E:

Test-takers have 30 seconds to talk about their opinion about some topic that is dictated over the phone. *(In this case, dictated by native speaker over Skype).* Topics center on family, preferences, and choices.

Table 2.1: The Skype pass test

Scores for the **Skype pass test** are calculated by a computerized scoring template and reported back to the test-taker within minutes. Five scores are given: an overall score between 20 and 80 and four sub scores on the same scale that rate pronunciation, fluency, accuracy, and listening vocabulary.

**Skype pass test**

<table>
<thead>
<tr>
<th>Procedure:</th>
<th>Ordinate Corporation, Menlo Park, CA</th>
</tr>
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<tbody>
<tr>
<td>Objective:</td>
<td>To test oral production skills of non-native English speakers</td>
</tr>
<tr>
<td>Primary market:</td>
<td>Worldwide, primarily in communication where students (adults) require a comprehensible speech of English language; secondarily in academic settings for placement and evaluation of students.</td>
</tr>
<tr>
<td>Type:</td>
<td>Computer-assisted Skype operated, with a test sheet</td>
</tr>
<tr>
<td>Response models:</td>
<td>Oral, mostly repetition tasks</td>
</tr>
<tr>
<td>Time allocations:</td>
<td>Ten minutes</td>
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</table>

b. Scoring Rubric for Speaking Skill

1. Pronunciation

<table>
<thead>
<tr>
<th>Points</th>
<th>Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-39</td>
<td>commit to user</td>
</tr>
<tr>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>40-59</td>
<td>Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.</td>
</tr>
<tr>
<td>60-79</td>
<td>Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.</td>
</tr>
<tr>
<td>80</td>
<td>Occasional non-native pronunciation errors, but the speaker is always intelligible.</td>
</tr>
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2. Fluency

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-39</td>
<td>Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.</td>
</tr>
<tr>
<td>40-59</td>
<td>Numerous non-native pauses and/or non-native flow that interferes with intelligibility.</td>
</tr>
<tr>
<td>60-79</td>
<td>Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.</td>
</tr>
<tr>
<td>80</td>
<td>Speech is smooth and effortless, closely approximating that of a native speaker.</td>
</tr>
</tbody>
</table>

3. Accuracy

<table>
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<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>20-39</td>
<td>The degree to which pronunciation, grammar, fluency, and vocabulary approach is not clear to a native speaker.</td>
</tr>
<tr>
<td>40-59</td>
<td>The degree to which pronunciation, grammar, fluency, and vocabulary approach is less clear to a native speaker.</td>
</tr>
<tr>
<td>60-79</td>
<td>The degree to which pronunciation, grammar, fluency, and vocabulary approach is good to a native speaker.</td>
</tr>
<tr>
<td>80</td>
<td>The degree to which pronunciation, grammar, fluency, and vocabulary approach is very clear to a native speaker.</td>
</tr>
</tbody>
</table>
4. Listing vocabulary

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-39</td>
<td>Words and expressions are not appropriate for the intended message.</td>
</tr>
<tr>
<td>40-59</td>
<td>Words and expressions are lees appropriate for the intended message.</td>
</tr>
<tr>
<td>60-79</td>
<td>Words and expressions are nearly appropriate for the intended message.</td>
</tr>
<tr>
<td>80</td>
<td>Words and expressions are appropriate for the intended message.</td>
</tr>
</tbody>
</table>

Table 2.2: Scoring rubric for Speaking Ability (*Adapted by Lorraine Valdez Pierce from: O’Malley, J.M. & L.V. Pierce. (1996). Authentic Assessment for English Language Learners: Practical Approaches for Teachers.)

c. Scoring Rubric for Classroom Situation

Class Management Scoring Rubric

<table>
<thead>
<tr>
<th>Dim/Pref</th>
<th>Good (80-100)</th>
<th>Fair (70-79)</th>
<th>Poor (55-69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused</td>
<td>Pay attention to every direction and activity.</td>
<td>Pay attention to the activities but a bit busy with another activity</td>
<td>Busy with some other stuff; completely doesn't pay attention.</td>
</tr>
<tr>
<td>Response</td>
<td>Responds with minimum level required to achieve goal; does not needlessly escalate situation.</td>
<td>Responds with normal level required to achieve goal; needlessly escalate situation.</td>
<td>Responds with high-level required to achieve goal; needlessly escalate situation.</td>
</tr>
<tr>
<td>Active</td>
<td>Students act with great enjoy; try to participate every activity done in class.</td>
<td>Students act easily; low level hesitation to participate.</td>
<td>Students act substantial; hesitate to join.</td>
</tr>
</tbody>
</table>

Table 2.3: Scoring rubric Classroom Situation (*Adapted by Charletta Sims Evan from: ETS (2003. Classroom Assessment with Student Learning.)

The scoring is done as follows: Focus: is related to students’ concentration and bear on the subject; Response: is related to asking and answering while teaching-learning process and being shy or afraid to make mistakes; and active: is scoring for performance and interest to the subject. These are close related with the classroom situations as stated in previous chapter.
B. Review of SKYPE®

1. Using technology in EFL classes

For many of us, the computer has dramatically changed the way we do research, as well as the way we write. Searching computerized library databases, using sophisticated programs to analyze large amounts of data, even communicating with colleagues across campus or across the country through electronic mail—all of these are becoming commonplace, if not essential, components of scholarly life. Yet when we step into the classroom, we rely mostly on technology that would have been familiar to the earliest group of Stanford students: blackboards, chalk, textbooks, paper, and pencils.

While an ‘if it is not broken don’t fix it’ philosophy seemingly applies to this technology of the classroom, it doesn’t recognize a few ineluctable facts: students are increasingly being trained—in grade schools and high schools—using various kinds of multimedia instruction. They are surrounded by video, are comfortable with interactive multimedia games, and are getting early exposure to the idea of independently exploring information in non-linear ways.

Also, this attitude doesn’t allow us to see the distinct advantages multimedia offers us as teachers. Just as computers let us gather, sort, and communicate information in new ways for our research, technology can help us teach more effectively.

Multimedia is a combination of computer technologies involving texts, images (including video), graphics, and sounds. It usually allows a user to seek information and construct knowledge in a variety of ways, and it frequently relies on problem solving as a basis for understanding—using images and video of real world experience to help illustrate abstract principles or concepts.

Linn (2006:67), a professor of Mathematics, Science, and Technology Education and the Director of UC Berkeley’s Instructional Technology
Program, suggests that thoughtful multimedia courseware, like thoughtful teaching, can achieve three important goals. It can:

a. encourage students to think like experts, including getting them to understand problem-solving processes and to critique solutions to problems;

b. make thinking visible, so that the process of learning, not just the result, is emphasized;

c. scaffold knowledge, building on what students already know, so that they can understand and form general principles from new information.

Chatting is one of the technologies used in class. It is a tool that allows for synchronous, i.e. real-time, communication over the Internet. It has enormous potential to link students around the world, in real time. It is technology that many learners will often be familiar with and will use in their social lives.

Today, many chatting types can be done over internet; 1) Text chatting; 2) Audio or Voice chatting; 3) public chatting; 4) Private chatting. Besides, there are several different types of educational that one can set up with learners. One way of classifying educational chats, suggested by practicing teacher Gonzalez (2007: 72), is set out here:

1) Free topic chats
2) Collaborative, task-oriented chats
3) Informative or academic chats
4) Practice chats

All these chat types are done by communication between chat users via typed text, and audio or video conversations. These kinds of chatting conversations are supported by the most popular instant messaging programs. Some of the programs are Yahoo! Messenger, MSN (Live) Messenger, Google Talk, Skype and AOL Instant Messenger. Other chat programs you may come across are Qnext, NET Messenger Service, Jabber, QQ, iChat and ICQ. Many
of these instant messaging programs offer not only text chat, but voice, also video and web conferencing facilities which allow the combination of video conferencing with instant messaging capabilities. Because this study emphasizes on Skype, in the next part, I would like to talk commonly about Skype and its usage.

2. Skype

a. The definition of Skype

Skype has experienced a rapid growth in popular usage since the launch of its services. Everybody talks about Skype, most of the people use it, but what is it? What is it for? According to its official website, Skype is software that enables the world’s conversations. Millions of individuals and businesses use Skype to make free video and voice calls send instant messages and share files with other Skype users. Every day, people everywhere also use Skype to make low-cost calls to landlines and mobiles. Nowadays, by means of the last version of Skype 5.3.0.111, you can even share your computer screen during your Skype conversations.

According to Wikipedia, Skype was written by Estonia-based developers Ahti Heinla, Priit Kasesalu and Jaan Tallinn, who had also originally developed Kazaa. The Skype Group, founded by Swedish-born entrepreneur Niklas Zennström and the Dane Janus Friis, has its headquarters in Luxembourg, with offices in London, Tallinn, Tartu, Stockholm, Prague and San Jose.

One of the initial names for the project was "Sky peer-to-peer", which was then abbreviated to "Skyper". However some of the domain names associated with "Skyper" was already taken, dropping the final 'r' left the current title "Skype", for which domain names were available.

Skype is available to anyone who has a computer. It can be downloaded and installed in just a few minutes by going on the web and typing
www.skype.com. You can download it free of charge. There do seem to be some charges if you call land lines or cell phones, but calling from one computer to the other is free. We have been using it for over a year and have never paid a cent for either downloading it or using it. There are some other useful sites to download Skype and additional links related to Skype:

| Tutorials on how to download, install and use the program. | http://www.youtube.com/watch?v=sodMDs7rEEk  
http://www.lovemarche.com/skype.htm |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
http://www.youtube.com/watch?v=s4dCeFU4hl0  
http://www.aulaclic.es/internet/secuencias/skype.htm  
http://es.youtube.com/watch?v=RFIhb6dBey8  
http://foro.khmniacs.com/t13388/tutorial-skype/  

Table 2.3: Skype tutorials

b. Skype in Classroom

Vila (2010:33) (English Lecturer in Spain National University, currently following a PhD. Programme in the University of Vic), in one of her writings states that, “Skype has an enormous potential for classroom use, but much of that potential has not been fulfilled yet. I think one of the greatest benefits is that teachers can quickly and easily invite guests from all over the world to speak to their students.” For example, foreign language teachers could use Skype to connect with other classes in foreign countries. Arts teachers could connect with the authors of works pupils are reading or drawing. A science teacher could demonstrate a lab activity using Skype’s video or invite a researcher to discuss the latest developments in his/her field. A social studies teacher could connect to a museum guide to show a museum. A music teacher could work together with another class and perform a concert together and so on. Additionally, students could make presentations...
to other classrooms within/outside their country or collaborate on a project using Skype.

Skype takes some similar functions to those of the Messenger. You can create group discussions on collaborative projects. That means you can prepare, organize and do follow-up activities among different groups. It offers incredible functions in the area of the audio and the video and, especially, introduces constant innovations that can be used by better performance from the didactic point of view. Skype helps:

1) To practise the oral language, improve oral communicative competences.

2) To investigate, develop and validate pedagogic innovative models for a social learning that helps the students to obtain their aims of a self-guided way and to establish social nets.

3) To create a group of discussion with other pupils which allow them to learn on other cultures, traditions, countries and so on.

4) To create real educational situations, one learns when one practise in real situations.

5) To work in collaboration with other schools, other teachers, parents, etc.

Besides, this programme turns out to be so familiar for teenagers as the SMS of their mobile phones. The image that they have of it is centred on its playful aspects and on the need of constant communication by friends. In addition it allows them:

a) To share files with their partners.

b) To create groups of discussion with their friends.

c) To learn about other cultures, traditions, countries.
d) To meet other people and practise other languages.

e) To request advice to their teachers, family or friends.

f) To share thematic chats.

g) To improve their basic competences, above all communicative competences and digital competences.

In the same writing she believes that, being an English teacher, one of our main objectives is to help students to be more autonomous in the process of learning a foreign language, to teach students to communicate in English, above all to develop their communicative competence and to teach new contents. Thus, Skype is a tool that can help us to teach English achieving these objectives, although it may not be always easy.

Skype is a good tool to improve the oral communicative competences. All English teachers know that in secondary schools students sometimes get a good level of reading and writing skills but they never get a good level on listening and speaking. We have to bear in mind that English is a language and not just a list of things to learn in a mechanical way. Continuous and daily work is required as well as constant and active participation on the student’s part. Not only does the student need to learn concepts but also put them into practice and use the language to fulfil certain realistic tasks and functions. Therefore, Skype is a tool that can help students to practise English in real tasks, in real life.

Moreover, Skype can help students to improve their English level, above all the oral skills. There exist so many activities to perform with Skype, that we may choose those activities related to our syllabus and also related to topics which are of most of the teenagers’ interest. The methodology we are using is one of the most important issue, the activities must be very well-designed to reach our objectives. For the foreign language teaching community, the communicative approaches to language learning are not new;
the challenge now is to structure lessons and meaningful tasks into the Skype framework.

C. REVIEW ON RELATED RESEARCH

The past decade has witnessed an increasing number of studies on the use of audio (voice chat with the possibility of written chat), or audiographic conferencing (voice chat with multimodal possibilities including: "symbol manipulation tools such as whiteboards and concept maps" (Kenning 2010, p.4), for foreign language learning. In the past five years, in addition to studies published in journals such as CALL, ReCALL, CALICO, and Language Learning and Technology, books (Lamy & Hampel 2007), and compilations (Belz and Thorne 2005; O'Dowd 2007; Thomas 2008; Zhang et al 2008) on online language learning have appeared with substantial sections on the use of audio and audiographic conferencing.

But, nowadays, upgrading technologies are under the interest of many language teachers. These studies involve audio or audiographic exchange over internet, either between students and language teachers (Hampel & Hauck 2004, Rosell-Aguilar 2005, 2006), between students and native speakers (Tudini 2003; Chang 2007; Tsukamoto, Nuspliger & Senzaki 2008; Barrett 2008; Lee 2008; Mahfous & Ihmeideh 2009), between peers (Chang 2007; Yilmaz & Granena 2010), or as "tandem" or "tridem" exchanges (Hauck 2007; O'Dowd & Waire 2008), where students on both sides of the exchange are learning each others' language and take turns assisting one another.

This stream of new research reflects a variety of different approaches, aspects of which are all relevant to the present study: There is an increasing emphasis on the importance of task design (Kötter 2001; Rossell-Aguilar 2005; Lafford & Lafford 2005; O'Dowd & Waire 2009; Yilmaz & Granenu 2010), and a growing awareness that students attempting to improve their oral language proficiency through synchronous CMC face technical challenges which can have consequences for learning outcomes (Lamy 2004), with two
recent studies focusing on the anxiety which can be induced by such exchanges (Felix 2004; Arcos, Coleman & Hampel 2009). Last but not least, there is a recognition that the difference between using simple audio (for example Skype, www.skype.com) and audiographic conferencing (see for example: Elluminate: www.elluminate.com, see Appendix A) has implications for functionality, task design and practice (Kenning, 2010). And there have been done several researches in several different countries, about the effectiveness of using Skype in Language teaching classes, especially in Second Language Teaching classes.

The Master student, Department of teacher Education and School Development, University of Oslo James Coburn is one of the researchers who attested the Skype as the businesslike technique in Language teaching. His study generally focuses on the teaching of English conversation to undergraduate students in Iran whereby native speakers of English function as Conversation Facilitators (CFs) using audio conferencing (Skype) to talk with small groups of students or converse one-to-one. Semi-structured interviews with eight CFs aimed to find out more about how the conversations were being conducted as well as investigating the extent to which the task design was providing an adequate basis and stimuli for the dialogues. In this study he used a technique called “Institute conversation”.

In the Institute conversations, the term "conversation" is used as a kind of catchall, covering a very wide variety of usage and requiring a range of interactive skills. Informal conversation can develop into more or less formal discussion and vice versa. The Common European Framework for Languages (CEFR 2001) classifies conversation separately from both informal and formal discussion, but in the BIHE conversations, all of these categories are classed as conversation. The goal of the Institute conversations is to increase students' oral proficiency defined in terms of fluency, accuracy and complexity (Skehan 1996). Since the Institute CFs are not EFL teachers, the Institute decided to focus primarily on trying to increase students' fluency, broadly defined in terms of building students' abilities to talk in chunks
without excessive support. In this study, the Conversation Facilitators (CFs) live in several different countries. They are either native speakers of English or someone living in English-speaking countries for many years and are equally divided between men and women with an average age in the late 40s.

Another study was conducted in India by Renu Gupta, Ph.D. to Senior High School students and University level students, with title “Using Technology in the English Language Classroom”. He observed that using technology in English Language Classes more effective and creates more interest in students as it is closely bounded with young generation’s life. He says, the communicative approach tries to promote authentic communication. For example, students write dialogues to learn the techniques of turn-taking, negotiation, politeness, etc. Printed textbooks can only approximate spoken discourse and an authentic audience, but the communication tools in the new technologies provide opportunities to introduce authentic communication into the classroom. These collaboration tools can support the objectives of a language program, such as authentic communication and collaboration.

At a basic level, the technology allows us to store and access audio files. Before the advent of computers, the language laboratory was used to teach pronunciation and dialogues, and to show films. The content of this material has not changed, but it is more accessible to students and teachers. Further, such files can be found on the Internet and used to teach units such as pronunciation and dialogues. He also thinks that, One component of authentic communication is interacting with unfamiliar people in a distant location; examples are telephone conversations with officials and videoconferences with a team that allow people to interact in real time. Here, we need technology that can transmit voice (and visuals, if possible) in both directions. (This is similar to the „human network proposed by a company like Cisco.) Software such as Skype and hardware such as a webcam can connect computers at distant locations, allowing participants to interact. The constraint here is that this has to occur in real time, for which adequate infrastructure (in terms of electricity and connectivity) is required.
A research by Antonella Elia, University of Naples “L’ Orientale”, under the name “Language Learning in tandem via Skype”, enforces teachers to accept Skype as an alternative way in teaching Second Language. He says that, Skype and Podcasting, defined by Godwin-Jones (2005) as “disruptive technologies” (p. 9), allow new and different ways of doing familiar tasks. They provide unique opportunities to the development of autonomy in learning, offering additional channels for oral language practice and communication which threaten traditional industries. Distance to countries where target language is spoken has always represented a problem in language practice. If Skype tandem exchange is integrated into a language course or as a self-directed conversational activity into a self-access centre, tandem learners can be helped to develop their oral skills and take responsibility for their own language learning.

Language Tandem Exchange means that two people of different mother tongues collaborate in the learning of each other’s language. They normally do it by ‘Face to Face’ (F2F) conversation or by email. Tandem Exchange is mainly based on the principle of autonomy, which establishes that each partner is responsible for their own language learning. Furthermore, it is also based on the principle of reciprocity as both partners should benefit equally from the exchange. The impetus behind the implementation of traditional F2F tandem learning is to develop autonomy in language learning. F2F tandem exchanges, for example, have been practiced with this goal in mind in the Self-Access Centre of the University of Naples “L’ Orientale,” in order to develop an effective language exchange between Erasmus/Socrates students and the Italian students of the faculty of Languages and Foreign Literatures who wanted to improve their conversational fluency in the studied languages. After applying this program, the number of students using Skype to chat and improve the languages increased up to 55 percents of University of Naples “L’ Orientale.”

In 2009, the professors of Yantai University, P. R. China, Hongbo Song, Fangli Xia, and Qiaocqiaa Yan developed another theory called Second Life.
Second Life (SL) is a three dimension virtual world imagined and created by its users. To explore various facets of language learning within SL, faculty members of an American university and a Chinese university took an evaluation research approach to search for appropriate ways to integrate SL into an EFL (English as a Foreign Language) program. One of the techniques was using Skype, where the researchers were satisfied with the gained result in practicing via Skype.

The article “Scope of Skype” in IH journal of education and development published in autumn 2005, also talks about the beneficial effect of Skype in teaching English as Second language. The writer says that, this article will not address the issues of ‘Standard’ English or ‘Native Speaker norms’. It is my belief that teaching our learners an RP variant of English is akin to building sandcastles below the tide line. The problem is this, How do you sensitize learners to other Englishes when you teach in a monolingual context? One answer could be using the computer program Skype.

According to the article the Skype teaching was launched as a pilot scheme between IH Kraków, Poland, and IH Belgrano, Argentina and hope to launch an IH portal to widen the scheme. For him, the beauty of this program is that you can do something with learners, which is genuinely not replicable in a standard classroom. Unlike chat programs, it offers learners a chance to practise what they generally value most, speaking, and maintains interest levels since the communication is immediate and more authentic. Furthermore, it gives learners the opportunity to find out about other cultures and countries.

And as the reflection the article put forward the statement like:

Our pilot scheme between IH Krakow and IH Belgrano was a success for the following reasons

1. It gave the learners a real sense of motivation to study English and practice their speaking skills
2. They got to hear speakers of another English
3. They perceived themselves as part of the international English speaking community
4. Their confidence improved
5. They made new friends
6. It encouraged interaction outside of the classroom
7. It taught the teachers a lot about successfully setting up a cultural exchange
8. It helped the teachers focus on what the learners genuinely need / are lacking to communicate orally.

D. RATIONALE

In learning of foreign language, students may think that speaking is the most difficult language skill to be practiced since it tends to attach more importance to correctness of every kind (pronunciation, grammar, stressing, intonation, and gesture). The students try to avoid speaking class activity and do not try their best when they are asked to speak out for practice. Meanwhile speaking is regarded as a measurement to the students who master the language. Therefore, the English teacher should find and apply the way or techniques that may make the speaking activity that will born an interest in students and motivate them to eagerly continue on it. Speaking activity will be easier and interesting for the students if the teacher focuses on the goal which is enabling students to communicate in ways that are flexible and meaningful for them. It means that the teacher should give chances to the students to communicate something that is in accordance with their world.

In this case, the teacher should encourage students to be able to speak with teacher first, then with the native speaker accurately and fluently via Skype, in order to prepare the students have chat with self found friends over the world in the future days. Therefore, the teacher will make the students accustomed to
speaking and being familiar with Skype. One excellent way that combines both requirements of making easier and understandable is by practicing it. In this speaking, the students are asked to speak up to teacher and Native speaker through Skype accurately and fluently about the things that are important to them or about certain topics in accordance with the curriculum (the topics must be delivered as interestingly as possible and related to the students outside, social world, so that the students will be encouraged to speak up). Moreover, they will also get regular response from their teacher and native speaker directly through Skype to the things they speak. This response functions not only as a feedback on the content, but also as a model of correct English usage. As the students continue to speak and the teacher with native speaker gives response as in the material, they become more fluent, confident, and skillful in speaking. In addition, when you are using Skype, the possibilities are endless, since even discussing the weather or what you had for lunch with someone in a different country can be exciting. And, to return to the focus of this article, it offers a platform for learners to become aware of other Englishes from all over the world and to practise communicating with the people they are most likely to converse with in the future – other learners of English.
CHAPTER III
RESEARCH METHODOLOGY

A. The Method of the Research

The method that the researcher is going to use in this paper is action research. Which is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day.

Also, Kemmis in Hopkins (1993:5) supports the idea above by defining action research as a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve rationally and justice of their own social or educational practices, as well as their understanding of this practice and the situation in which the practices are carried out.

Besides, Winter (1989: 43) states that action research is “learning by doing” – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we engage in every day. Winter (1989: 43) also gives more succinct definition that,

"Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process."

commit to user
Action research is a method which emphasizes on action, with research as a fringe benefit. It is conducted to solve that the real problems. If the result of the action is not satisfied for the researcher, she or he may try the action research again and again. Action research can also be undertaken by organization or institutions guided by professionals researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice and solving the problems.

B. The Place and Time of the Research

This classroom action research is carried out at SMA Sragen Bilingual Boarding School at X grade. The classroom is in the first floor. The class is large, so it has enough places for managing every activity. The classroom is endowed with computer for teacher and students, two big speakers, a microphone for computers and ear-phones, projector, and internet connection. Therefore, this classroom is totally appropriate for conducting the action research using video chatting. The research is carried out in April – May 2011 by exploiting the use of Skype in improving students speaking ability.

C. Description of the Object

The research is conducted in SBBS grade X. Since, it is the first time for the researcher being a teacher; it is quite comfortable with 21 boys who are very friendly and calm. But, when the teacher asks them to corporate then the problem starts to appear. They are shy and afraid to make mistake, where the teacher is not Indonesian citizen too. The aim is to make them ready to have a class with native speaker in one month for 6 times. There are some students willing to speak but less motivation obstructively changes the situation.
D. The Action Research Process

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process, as given in a figure below. Each cycle has four steps: plan, act, observe, and reflect.

Somekh (1993: 29) in Burns (1999: 32) portrays action research as “chameleon-like”, as the plans, action, and observation through which action researcher proceeds should be able to be transformed by their social, educational, and political settings as well as by the personal and professional values, beliefs, and histories. Somekh suggest the in broad term action research can be seen as a research methodology which includes the following features:

1. The research focused on a social situation;

commit to user
2. In the situation participants collaborate with each other and with outsider to decide upon a research focus and collect and analyze the data;

3. The process of data collection and analysis leads to the construction of theories and knowledge;

4. The theories and knowledge are tested by feeding them back into changes in practice;

5. To evaluate these changes, further data is collected and analyzed, leading to refinement of the theories and knowledge which are in their turn tested in practice;

6. At some points, through publication, the theories and knowledge are opened up to wider scrutiny and made available for others to use as applicable to their situation. This interrupts the cyclical process of research and action, but is useful in bringing the research to a point of resolution, if only temporarily.

Meanwhile, Gerald Susman (1983) gives more elaborate listing. He distinguishes five phases to be conducted within each research cycle. Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.
Based on the given explanation above, the researcher will use the model of Stephen Kemmis’ typical action research. The model is very simple and easy to apply. He steps are complete and systematic. They are planning, action, observation, and reflecting.

**E. The Procedure of Action Research**

Based on Kemmis and Taggart (in Hopkins, 1993:48), the procedure of each step can be explained as follows:

1. **Identifying Problems and Planning**
   
The activities are:
   
   a. Pre-observation toward the teaching speaking class in SMA SBBS
   
   b. Preparing the material, making lesson plan, and designing the steps in doing the action
c. Preparing list of students’ name and scoring  
d. Preparing teaching aids  
e. Preparing sheets for classroom observation  
f. Preparing test  

2. Implementing the action

The teacher applies the action of the teaching speaking by using Skype. In this step, the researcher implements the activities written in the lesson plan.

3. Observing

Observation is one of the instruments which are used in collecting the data. The conductor observes the students’ activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data. The English teachers as an observer will support the researcher by suggesting and advising some ways in teaching process.

4. Reflecting

After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. She evaluates the process and the result of the implementation of Skype in English teaching.

F. The Technique of Collecting Data

The data of this research were collected by using some technique of qualitative data collection including: interview, observation, questionnaire, and document analyses. Photograph was also taken during the implementation of the research to provide more accurate data. The data which were collected in the study consist of the information gained in pre-research, the process and the result of action research implementation. The whole application of the data collection used in this study was summarized as follows:
<table>
<thead>
<tr>
<th>Steps of the study</th>
<th>Participants</th>
<th>Technique</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Research</td>
<td>Teacher</td>
<td>Observation</td>
<td>Observation report</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td></td>
<td>Transcript of the pre-test</td>
</tr>
<tr>
<td>Implementation</td>
<td>Researcher</td>
<td>Observation</td>
<td>Field notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photograph</td>
<td>Photographs of teaching-learning process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document analyses</td>
<td>Lesson plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>List of English score</td>
</tr>
<tr>
<td>Result discussion</td>
<td>Researcher</td>
<td>Post-test</td>
<td>Transcript of post-test</td>
</tr>
</tbody>
</table>

Table 3.1: Application of collecting data

1. Observation

Burns (1990:80) says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. By doing observation, researcher can get document and reflect systematically upon classroom interaction, and events, as they actually occur rather than as we think they occur. Observation, then, can be referred to using procedures that ensure that information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.

In this research, an observation was done in the pre-research and in the implementation of the action. In pre-research, observation was conducted to get information about classroom environment, class condition, the teaching techniques of the teacher, and the learning techniques of the students.
2. Questionnaires

The questionnaire given to the students is used to know students’ opinion and filling towards the implementation of reflective learning. It is also used to know student’s’ leaning motivation before and after action.

3. Field notes

Taking notes is another way of collecting information about classroom events, the teaching process, or the student’s behavior. They are used to record activities happening in the class.

4. Documents

Documents are really accessible source of data in Action Research. There is a wide range of documents that could be related to the research focus, including list of student’s English score, lesson plans, classroom materials, forms of reflection, and result of questionnaires.

5. Photograph

Photograph is a technique for data collection, which combines a range of language classroom tasks and activities effectively where visual aids are invaluable support in learning. (Burns, 1999:101)

During the implementation of the action, the researcher took photographs which cover students’ learning activities to provide the more accurate data.

G. The Technique of Analyzing Data

The data are analyzed to get conclusion of each cycle. The qualitative data will be simplified by making exposition and conclusion, and the quantitative data will be presented in the form of mean score. The quantitative data analyses are used to analyze data from the result of the teaching learning process. It is done to
compare the students’ speaking ability before and after each cycle or the result of pre-test and post-test showing whether or not there is improvement in speaking skill. Besides that, it can show whether the activities are effective. The formula of the mean of the pre-test and post-test can be calculated as follows:

\[ \bar{x} = \frac{\sum x}{N}, \quad \bar{y} = \frac{\sum y}{N} \]

In which:

\[ \bar{x} = \text{means of pre-test scores} \]
\[ \bar{y} = \text{means of post-test scores} \]
\[ N = \text{the number of samples} \]
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data and analyzes them. This chapter includes the English teaching-learning process of the tenth year students, the implementation of SKYPE to improve students speaking ability.

A. FINDINGS

The research was carried out to know whether or not Skype can improve the students’ speaking ability of Sragen Bilingual Boarding School. After the researcher carried out the research, he founds some research findings, namely the implementation of Skype in teaching pronunciation, the improvement of the students’ pre-test score and post-test score, and the students’ responses to the implementation of Skype at all.

1. The Implementation of Audiovisual Aids in Teaching Speaking

SMP – SMA SBBS has complete facilities as medium in teaching their students, especially in English subject. It has a language laboratory facilitated with computers, internet connection, and audiovisual aids. Moreover, it also has a study center corner in library which is facilitated with internet connection and TV.

The researcher had observed the English teaching-learning process at the tenth year of SMA SBBS. Based on the observation result and phenomena, the researcher found that there is a problem related with the students’ pronunciation, intonation, mixing two languages, and especially in pronouncing the word-stress. Therefore, the writer is interested in improving the students’ speaking ability using Skype. Indeed, the researcher had consulted his plan to the English teacher, Mr.Faruk and Mr. Husein. They agreed with the writer’s plan to teach the students speaking by using Skype. The researcher adopts the design of Classroom Action Research (CAR). Using this method, to know whether there is an improvement or not, the researcher arranged pre-test and post-test orally.
Before the researcher implements his teaching, the researcher held an oral pre-test to know the students’ pronunciation. The students were asked to make a role play, since teacher prepared 4 topics class was divided into four groups each five up to six students. Based on the pre-test score, the students are low in some concepts like: pronouncing the correct word-stress, the use of tenses, finding appropriate words and expressions, direct translation from Indonesian languages, mixing two languages and long term pauses while speaking. The average of the students’ score in pre-test is 66.2. More detailed it is seen on table given below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Scores</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronun.</td>
<td>68.00</td>
<td>Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible</td>
</tr>
<tr>
<td>2</td>
<td>Fluency</td>
<td>65.71</td>
<td>Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility</td>
</tr>
<tr>
<td>3</td>
<td>Accuracy</td>
<td>65.00</td>
<td>The degree to which pronunciation, grammar, fluency, and vocabulary approach is good to a native speaker</td>
</tr>
<tr>
<td>4</td>
<td>List.Vocab</td>
<td>65.71</td>
<td>Words and expressions are appropriate for the intended messages</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>66.21</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1: Mean score of speaking aspect in preliminary test

Then, the researcher prepared three cycles. The first meetings of each cycle, is held in normal classes and the activity was only providing the appropriate expressions to use in chatting and the second meeting is real practicing. Here is the table of activities planned to do while cycling:

<table>
<thead>
<tr>
<th>Pre- Research</th>
<th>The research conducted by making role play. The class was divided into 4 groups and assigned to make role play according to the topic give by the researcher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>The research was carried out in three cycles</td>
</tr>
<tr>
<td>Cycle I</td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>Learning about the Skype and how to use it</td>
</tr>
<tr>
<td>Cycle II</td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>Learning appropriate expressions to introduce yourself</td>
</tr>
<tr>
<td></td>
<td>Having online chat with Matthew Conner</td>
</tr>
<tr>
<td></td>
<td>Meeting 2</td>
</tr>
<tr>
<td></td>
<td>A brief repetition of expressions learned in previous class</td>
</tr>
<tr>
<td></td>
<td>Having online chat with Matthew Conner</td>
</tr>
<tr>
<td>Cycle III</td>
<td>Meeting 1</td>
</tr>
</tbody>
</table>
Before the researcher implemented each cycle, he consulted with the English teachers about the cycles that would be implemented. The description of the implementation in each cycle can be best described as follows.

**a. First Cycle**

After learning the average of students’ pre-test score, which is 66.2, the researcher prepared three cycles. First cycle consists of one meeting. It started one week after conducting pre-test. The first day was on April 09, 2011 in the language laboratory of SMA SBBS. In this meeting, the researcher adopted the phase in Classroom Action Research namely planning, implementing, observing, and reflecting. Each procedure would be described as follows:

**a) Planning**

The researcher made the first lesson plan focusing on syllables. In this cycle, the students learned about the Skype and how to use it. In presenting the materials, the researcher had checked all computers and internet connection, then conducted class by using LCD projector to teach about the Skype. Besides, teacher asked students to create a new Skype account and to chat with friends. As an example, he asked student named Arif to come to the front and create new account together.

Furthermore, in implementing Skype in improving students speaking ability, the researcher would use language laboratory as a place to teach the students speaking. There, the researcher would teach the students and have opportunity for all students to use internet connection.

<table>
<thead>
<tr>
<th>Distributing the book made by the researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling some expressions</td>
</tr>
<tr>
<td>Having online chat with Matthew Conner, Matthew Hignite and Bruno</td>
</tr>
</tbody>
</table>

Table 4.2: The research procedure
b) Implementing

In this phase, the researcher taught the tenth grade students of SMP – SMA SBBS. He explained to the students in language laboratory about Skype in every small detail. Then, gave a website where it is possible to find friends who are teaching and learning English language through Skype, www.speak-english-today.com.

The first meeting was held on Saturday, April 09, 2011. The meeting was the first lesson of the day, considering about the time in USA. The lesson was held in the language laboratory. There were 21 students who joined the lesson. The students looked sleepy but they were still enthusiastic to join the lesson. The English teacher Mr. Husein and the researcher entered the language laboratory. The English teacher introduced the researcher to the students. After that, the English teacher sat in the back row to observe the implementation of teaching speaking using Skype.

Next, the researcher sat on the chair in front of the class. The researcher opened the meeting by greeting the students. The researcher said that they were going to learn speaking but using very different way. The students did not know the meaning of Skype, and what was it. The researcher explained about it to the students.

Next, before starting the lesson, the researcher asked students to take their chairs and sit in the middle of the class in three line position faced to the teacher. Indeed, the researcher started to explain about Skype directly online. The students were very interested in the material presented on Internet, because it was something new and was related to the social life of students. Here, the researcher said that the students would learn how to use the Skype, set and create a new account. Then, the researcher asked one volunteer to come and open an account together as an example for the students.
The material was very interesting, so that there were questions about the Skype such as: any payment, which countries are available, possibility to use it with low connection, etc.

Before the researcher provided some terms for chatting, the researcher walked one by one to check students achievement in doing given job. The researcher told the students to add him to their contacts. Then, the researcher asked one volunteer that has finished creating an account to have a chat only with the researcher. The students sat nicely and paying attention to the screen while the researcher was having a chat with Yasin.

After the chatting was completed, the researcher asked the students to chat with each others. The activity was addiction of Skype to the usage. The duties of the students were to learn and try all tools that were provided by Skype. Finally, the researcher closed the English lesson by motivating students with words that they have done very great in all stuff, and the class was very enjoyable.

c) Observing

In this phase, the researcher and the English teacher observed the teaching learning process. The teaching learning process was not really good, because the students havent had a good performance in written form of chatting. Nevertheless, most of the students were good in understanding every step of Skype.

The students looked very happy and enthusiastic when the Skype is introduced. They listened very carefully to the lesson, and some were taking some notes. They were also in a hurry to get to their places and open an account and start to chat.

d) Reflecting

This is the last phase of the first cyclic implementation. In the end of the lesson, the researcher and the English teacher discussed the teaching
learning process that had been conducted. The English teacher gave some
devices, such as the researcher should organize the opening and closing
session well and how to make the students to focus on the materials being
taught. For instance, the researcher should make the students to focus only
on the material (for instance, taking notes). Also, the English teacher asked
the researcher to give apperception to the students before presenting the
materials. Then, the researcher received his advice and tried to be better in

Then, the researcher prepared the next cycle. Indeed, the researcher
still used Skype in improving the speaking ability of the students. And
gave valuation for the first cycle 69.4 after assessing students’ activities in
the classroom, while pre-observation was 55.

<table>
<thead>
<tr>
<th>No</th>
<th>INDICATORS</th>
<th>Lesson I</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students have difficulties in using tenses correctly</td>
<td>Not the target of this lesson</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>The students can’t pronounce the words well</td>
<td>Not the target of this lesson</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>The students have problems in finding the appropriate words for certain situation</td>
<td>Because, the researcher has provided with some expressions, students easily used them to communicate with their friends through Skype</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>the students speak with lots of pauses and they translate their ideas directly from Indonesian.</td>
<td>It was seen in pre-observation that while speaking students just translate directly form Indonesian language which is not compatible in structure of sentences. But today they learned new expressions and used them freely.</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4.3: The student’s progress during Cycle I
b. Second Cycle

1. First meeting

After conducting the first cycle, the research carried out the second cycle. This cycle consists of two meetings. The first meeting was conducted on April 13, 2011 in the language laboratory of SMP-SMA SBBS. In this meeting, the researcher still adopted the phase in Classroom Action Research namely planning, implementing, observing, and reflecting. Each procedure would be described as follows:

a) Planning

In this meeting, the researcher would give basic words & expressions to use in introducing yourself, and preparation to have an oral chat online with Matthew Conner, from Indiana-USA. The researcher would still use Skype. In presenting the materials, the researcher had prepared the materials in Document form and distributed to the students to make ease in presenting and explaining the materials.

In this cycle, the students were expected to be able to introduce themselves with appropriate expressions and good pronunciation, intonations and fluency correctly. The students were also expected to be able to catch the correct pronunciation of words after listening to the native speaker.

b) Implementing

The second cyclic implementation was held on Wednesday, on April 13, 2011. Unfortunately, the English teacher could not accompany the researcher, because he has another business, since he is the vice head of the English subject in the school. The researcher entered the language laboratory. There were 21 students who joined the lesson.

The researcher started the lesson by distributing the papers filled with the self introductory expressions. Then the researcher gave some examples of how to pronounce them and where to use. The examples:

“I would like to introduce myself to you to
1. Name
2. Nickname
3. Birth Date
4. Place of birth
5. Family members
6. Education
7. Skills
8. Hobbies
9. Other interests
10. Job experience
11. Sports
12. Prizes/Awards
13. Travel experience
14. What makes this person unique?

Followed by the example given below,

"I would like to introduce myself to you. My nick name is Anto. I was born on 14th of February 1988 in Turkmenistan. I have very large family with 5 children and parents. I was graduated from International Turkmen-Turkish High school and in present time I am the student of UNS. My hobbies are listening to the music and walking. Also I am interested in playing tennis and badminton. I have been a teacher in SBBS for 3 months then moved to Solo. While studying in UNS I got first place in English speech context and second place in Debate competition. I have traveled into some countries such as Thailand, Turkey, Malaysia, and Indonesia."

Then, the researcher asked some students to tell about themselves in front of the class. There were some students who performed, namely Haidar, Ridho, and Bagus.

After finishing the performance, the researcher gave assignments to the students and asked them practice at their spare time with a friend found from www.speak-english-today.com or other websites. The chat history should be submitted in the end of the next lesson. And the researcher closed the English lesson.

c) Observing

The researcher himself observed the teaching-learning process of that day. The teaching learning process was better than in the previous lesson. The students were very happy and full of desire to be prepared for

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next meeting and to have chat with native speaker. However, the class was full of fun, there were also some students who still silent and shy.

The students were more active than in the previous meeting. The researcher found that the students looked happy and enjoy from the beginning until the end of the lesson.

d) Reflecting

The researcher reflected the teaching learning process by comparing the teaching learning process on that day with the previous meeting. The researcher found that it was better than the previous lesson. And it was seen that students show concern to the lesson.

2. Second meeting

After teaching and distributing the paper about the simple introduction of yourself in the first meeting which is hold on April 13, 2011, the teacher as promised in previous meeting asked a native speaker Matthew Corner from Indiana, USA. This meeting was conducting three days after the first meeting, April 16, 2011. In this meeting, the researcher still adopted the phase in Classroom Action Research namely planning, implementing, observing, and reflecting. Each procedure would be described as follows:

a) Planning

In this meeting, the researcher would have a glance to the basic words & expressions to use in introducing yourself which was delivered in the previous class, and preparation to have an oral chat online with Matthew Conner, from Indiana-USA. The researcher would still use Skype. In presenting the materials, the researcher had prepared the materials in Document form and projected to the students to make ease in presenting and explaining the materials.

In this cycle, the students were expected to be able to introduce themselves with appropriate expressions and good pronunciation, intonations and fluency correctly. The students were also expected to be
able to catch the correct pronunciation of words after listening to the native speaker.

b) Implementing

The second cyclic implementation was held on Saturday, on April 16, 2011. Again, the English teacher could not accompany the researcher. The researcher entered the language laboratory. There were 21 students who joined the lesson.

The researcher started the lesson by greeting using the expressions which were the main topic of the meeting. Then the researcher reminded how to pronounce them and where to use. The examples:

I would like to introduce…..
I was born on 14th of February 1988….
I was graduated from International School and etc….

And here we are. The chat with Matthew Corner started. Students namely: Faishal Majid, Gandwa Gayih Purnama, Muhammad Galih Ridho, and Wacid Yasin had an opportunity to chat with native speaker. The chat was going very well and interesting. The researcher was standing in the back and helping to the students when it’s necessary. Nevertheless, because the time was limited, the students had only short chat with Matthew Conner. For example the dialogue between Yasin and the speaker:

YASIN: Hello Mr. I am Yasin.
MATTHEW: Hello, I’m Mat.
YASIN: Nicre to meet you sir. I would like to introduce myself first.
MATTHEW: Yes, please, hahaha (he was enjoying the chat too and the speech of Yasin, because he was nervous)
YASIN: My name is Yasin, from Kabumen. And now I study in SBBS. You?
MATTHEW: Well, I’m Matthew Corner, Indiana – USA, and the student of Religion and Culture at University of Indiana.
YASIN: May I ask one more question sir? (Addressing to me)
RESEACHER: Mat he wants another question, are you alright with that?
MATTHEW: I’m absolutely Ok.
YASIN: Sir, have you ever come to Indonesia or other countries?
MATTHEW: Unfortunately not yet. But you teacher invites me to Indonesia, who knows maybe…(hahahahaha)
YASIN: Ok, thank you sir, See you.
MATTHEW: Bye…

After finishing the chat, the researcher gave assignments to the students. The assignment was quite same as previous to practice at their
spare time with a friend found from www.speak-english-today.com or other websites. And the researcher closed the English lesson.

c) Observing

The researcher himself observed the teaching-learning process of that day. The teaching learning process was better than in the previous lesson. But still the was some students shy and afraid to speak out.

d) Reflecting

The researcher reflected the teaching learning process by comparing the teaching learning process on that day with the previous cycling. The researcher found that it was better than the previous lesson. The students were more active than in the previous lesson. And the average evaluation score was 76.1.

<table>
<thead>
<tr>
<th>No</th>
<th>INDICATORS</th>
<th>Lesson I</th>
<th>Lesson II</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students have difficulties in using tenses correctly</td>
<td>Not the target of this lesson</td>
<td>After the teacher taught about the tenses and correct usage students had little but improve in using the tenses correctly.</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>The students can’t pronounce the words well</td>
<td>Automatically after listening to the native speaker first they tried to pronounce words like him.</td>
<td>Casual progress</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>The students have problems in finding the appropriate words for certain situation</td>
<td>Again the expressions were provided by the researcher</td>
<td>Casual progress</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>the students speak with lots of pauses and they translate their ideas directly from Indonesian.</td>
<td>Word ordering is improved in a way that they practiced before with the researcher also corrected their mistakes.</td>
<td>Because the expressions were provided and practiced for several times students lost their long period pauses in speaking</td>
<td>50</td>
</tr>
</tbody>
</table>

1. The students are not concentrated on lesson
While the native speakers was talking they were silent concerning to miss something. They were assigned to take notes about the speakers background. Casual progress 80

2. The students are not interested in class
The same fact depending the one above Casual progress 80

3. The students are quite when the teacher ask for volunteer to speak
It was not expected that the students voluntarily come and ask questions to native speaker. But they did, 5 of them happily asked questions. Casual progress 80

4. The students are shy and afraid to make mistakes
It is related to the situation above. But the researcher can see improvements also. The desire movements in students… Casual progress 80
c. Third Cycle

After conducting the second cycle, the researcher carried out the last cycle. In this cycle, the researcher felt that the students’ pronunciation was better, the usage of appropriate words increased, since they got a paper made by teacher full of expressions to use in chat with others. Also, long term pausing is decreased, and their average of progress score is 76.1. This cycle consists of two meetings and still used the four procedures of Classroom Action Research. The first meeting was on April 20, 2011.

a) Planning

After the researcher implemented the first and the second cycle, the researcher made a plan for the last cycle. In this cycle, the researcher would use some teaching strategies, namely explanation by using the paper prepared by the researcher himself, drilling, and chatting with native speakers Matthew Conner, Matthew Hignite from Indiana-USA and Bruno from Canada. The researcher used those teaching strategies in order to make the students easy in absorbing the materials.

At the beginning of the lesson, the researcher would explain the material in word document via computer & LCD projector and printed form. After that, the students were asked to repeat some words after the researcher. Then, the researcher opened the chat room for the students. In addition, the students were expected to be able to freely communicate using correct & appropriate expressions with a good intonation, pronunciation, accuracy, and fluency.

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b) Implementing

The meeting was held on Wednesday, exactly April 20, 2011. In this cycle, the researcher got an opportunity to teach the students for two hours, which mean there was plenty of time to chat with the native speakers. Therefore, the researcher asked each students to make a question to ask to the native speakers. In the beginning there was a problem in connection, so that 30 minutes spent for explanation by the teacher. Then we got the connection and students around 40 minutes asked questions to the native speakers, some of them added them into their contact list and had a chat later on after the class.

Here is the sample of the dialogue:

Fandy: I am sorry, I would like to ask you some questions. Are you married?
Matthew: No, I am not. And that is probably not going to happen in near time.

Then another student,

Ilham: What is your hobby?
Matthew: Oh, hobbies? I play guitar and a little drum. Then he played for students.

c) Observing

The English teacher and the researcher observed the teaching learning process. The researcher found that the students paid a big attention to the lesson, especially in the chatting part (orally), one of the reasons is that the researcher asked them to note down the words or expression that they find hard to pronounce or interesting while the native speakers are talking. In addition, their pronunciation, especially in pronouncing the word-stress is improved, they sham to the native speakers’ speeches’. And, that is one of the targets put by researcher.
d) Reflecting

After carrying out the first and second meeting, the researcher found that the students made a good progress in the third cycle. The students were happier and more enthusiastic in these meetings. The researcher found that the student enjoyed learning English by using Skype. This idea is supported by the letter that researcher asked students to write down due to the last meeting.

Some of them say:

- **Purwo Agung** says, *"By using Skype we can learn language easily and with great joy. And also to have a lot of friends from different cultures, which will be one reason to learn English"*. ....
- "Study English with Skype is very funny. We can speak with other people on the Skype. Skype also makes me to repair and correct my pronunciation and grammar", says Elga.
- **Haidar** says that, "... I agree, if English teacher ask their students to use Skype in learning speaking."

To know the progress, the researcher would conduct the post-test in the following day. In the post-test, the students had to tell about their friend that they are being spoken for the time being. Next, the researcher would analyze the data and conclude whether there was a progress or not. Lastly, the researcher would know whether improving students speaking ability using Skype could improve not.

Based on the result of the students’ score in pre-test 66.2 and post-test 79.6, and also with the score of progress from 55 to 81.8 clearly indicate that the students’ speaking ability is improved.

The research findings were gathered from several sources of data, including test, observation, interview, researcher’s diaries and document analysis. The findings related to whether or not Skype improves students’ speaking skill and the class situation when Skype is implemented in speaking class. The improvement occurred after the research was implemented, as described in table 4.5
### Research findings

<table>
<thead>
<tr>
<th></th>
<th>Before Action research</th>
<th>After Action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>The improvement of the students’ speaking skill</td>
<td>1) Students have difficulties in using tenses correctly</td>
<td>Students started to pay attention to the tense usage while speaking.</td>
</tr>
<tr>
<td></td>
<td>2) The students can’t pronounce the words well</td>
<td>Looking at the dictionary every time when they get word that they don’t know how to pronounce made them careful speakers with correct pronunciation.</td>
</tr>
<tr>
<td></td>
<td>3) The students have problems in finding the appropriate words for certain situation</td>
<td>By learning new and more expressions students fell free to communicate and very meaningfully and more beautiful.</td>
</tr>
<tr>
<td></td>
<td>4) The students speak with lots of pauses and they translate their ideas directly from Indonesian.</td>
<td>The provide expressions totally changed the way to organize a sentences in the mind, which is spoken after all.</td>
</tr>
<tr>
<td>The achievement of the students’ test score</td>
<td>The students’ mean score was 66.11. It was just a bit higher than the minimum requirement score, 60.0.</td>
<td>The students’ mean score is increased up to 79.6. It is quite far from the mean score and above the minimum requirement score.</td>
</tr>
<tr>
<td>The improvement of class situation</td>
<td>1) The students are not concentrated on lesson</td>
<td>The consecration is changed instantly after introducing Skype in first Cycle. Students paid more attention with desire to learn something.</td>
</tr>
<tr>
<td></td>
<td>2) The students are not interested in class</td>
<td>The interest of students increased in a way that none of students even speak while explanation.</td>
</tr>
<tr>
<td></td>
<td>3) The students are quiet when the teacher ask for volunteer to speak</td>
<td>It was not expected that the students voluntarily come and ask questions to native speaker. But it happened, students were very happy to ask.</td>
</tr>
<tr>
<td></td>
<td>4) The students are shy and afraid to make mistakes</td>
<td>The students are much eager than before. They are interested to ask and learn about the speakers.</td>
</tr>
<tr>
<td></td>
<td>5) Students talk to each other while their friend is performing</td>
<td>While asking and answering there was no voice made by other students… which makes class very silent and shows their excitement…</td>
</tr>
<tr>
<td>The refinement of the students’ behavior</td>
<td>The students were not so interested in the pre-observation class, and acted miserably.</td>
<td>After the first Cycle students’ started to ask about next class, when the researcher asked them to move to lab they made it with joy.</td>
</tr>
</tbody>
</table>

Table 4.5: The improvement of Students’ Learning and Achievement in the end of the research

Further, such improvement occurred in a certain amount of time during the research implementation. For more details, the improvement of students’ speaking skill and class situation in each meeting is portrayed in Table 4.6.

<table>
<thead>
<tr>
<th></th>
<th>CYCLE I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>INDICATORS</td>
<td>Lesson I</td>
<td>Lesson I</td>
</tr>
<tr>
<td>1</td>
<td>Students have difficulties in using tenses correctly</td>
<td>Not the target of this lesson</td>
<td>Not the target of this lesson</td>
</tr>
</tbody>
</table>
2. The students can’t pronounce the words well. Not the target of this lesson. Automatically after listening to the native speaker first they tried to pronounce words like him. Casual progress. Listening to the native speaker, looking at dictionary, and having chat with friends found in www.speak-english-today.com made the students speak with correct pronunciation.

3. The students have problems in finding the appropriate words for certain situations. Because, the researcher has provided with some expressions, students easily used them to communicate with their friends through Skype. Again the expressions were provided by the researcher. Casual progress. It was a problem anymore, because they had the papers with expressions and best of all they were practicing.

4. The students speak with lots of pauses and they translate their ideas directly from Indonesian. It was seen in pre-observation that while speaking students just translate directly from Indonesian language which is not compatible in structure of sentences. But today they learned new expressions and used them freely. Word ordering is improved in a way that they practiced before with the researcher than had a chat where the speaker also corrected their mistakes. Because the expressions were provided and practiced for several times students lost their long period pauses in speaking. There were still some pauses while speaking but less than before.

### Indicators of class situation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are not concentrated on lesson. Day by day the researcher can see them more and more curious about the class. They listen carefully and whatever they learn they try to demonstrate. While the native speakers was talking they were silent concerning to miss something. They were assigned to take notes about the speakers background. Casual progress. All of the students were busy with their computers while the class. One cats by writing, another by speaking and video chat.</td>
</tr>
<tr>
<td>2</td>
<td>The students are not interested in class. The same fact depending the one above. The same fact depending the one above. Casual progress. Non-consecration and uninterested are lost. Now the students are very busy and full of attention.</td>
</tr>
<tr>
<td>3</td>
<td>The students are quite when the teacher ask for volunteer to speak. Not the target of this lesson. It was not expected that the students voluntarily come and ask questions to native speaker. But they did, 5 of them happily asked questions. Casual progress. More students every time want to have a chance to speak with native speaker.</td>
</tr>
</tbody>
</table>
4. The students are shy and afraid to make mistakes

Not the target of this lesson

It is related to the situation above. But the researcher can see improvements also. The desire movements in students...

Casual progress

More students are eager and full of desire to be active in a class.

5. Students talk to each other while their friend is performing

Also, today they to talk to each other but to learn everything in detail...Shortly questions are related with topic and Skype itself.

While asking and answering there was no voice made by other students… which makes class very silent and shows their excitement…

Casual progress

Everybody carefully listens to the friends chat with native speaker. And tries to perform better than his friends.

<table>
<thead>
<tr>
<th>Mean Score of each test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pre-test 53.3</td>
</tr>
<tr>
<td>2 Test in Cycle I 69.4</td>
</tr>
<tr>
<td>3 Test in Cycle II 76.1</td>
</tr>
<tr>
<td>4 Post-test 81.8</td>
</tr>
<tr>
<td>5 Minimum required score 60</td>
</tr>
</tbody>
</table>

Table 4.6: The improvement of students’ speaking skill and class situation in each meeting

2. The Students’ Responses toward the Implementation of Skype in Teaching Speaking.

To know the students’ responses toward the implementation of Skype in improving students speaking ability, the researcher asked for the idea summary from the students one about the Skype and language teaching. Then collected on April 23, 2011.

Based on the papers, the students’ responses toward the use of Skype in teaching English is good. Most of the students loved this technique. They said that it is very interesting to learn English by using Skype. In addition, they can see both the sound and the picture, so that they can listen to the native speaker’s voice and the movement of the character. They also love to find friends using Skype from different countries.

commit to user
B. DISCUSSION

This section presents the discussion of the research findings focusing on students’ writing skill and classroom situation. In more detail, each of the findings is presented as follows.

1. Skype improves the students’ speaking ability

The implementation of Skype as teaching media has improved the students’ skill of speaking. The focus of research involved four aspects of speaking skill: pronunciation, fluency, accuracy, and vocabulary. The findings show that those aspects had a higher final achievement after the research.

The students’ pronunciation is increased naturally after having some chats with the native speaker as a whole class and practicing with the friends found in internet. Chun & Hardison support this idea stating that “Call chats can be used in teaching pronunciation. Employing visualization of prosodic features such as intonation patterns, stress and rhythm is easy for students to understand and can enhance their awareness and understanding of prosody.” Also Dra Kilimci (2010: 14) says that, Skype chats, by recording and playing them back will help to see how native speakers use the language, phrases, and idioms, which also facilitates practice of pronunciation.

The students’ use of tenses correctly and finding appropriate expressions increased while long term pauses decreased after the researcher provided with the expressions used in daily communication. The native speaker and friends found from internet played a big role too, because practice makes the language run well. Dra Kilimci (2010:14) support this idea by saying that, the repetition, substitution, word formation, sentence formation, sentence completion, storytelling, drills, and various other exercises are used in Skype. Although four basic skills are practiced, improving listening and speaking skills of the learners is the main goal, which has been achieved in these courses, where I use Skype to teach Turkish Language in Sweden.
Blaurock (2010:56) adds that, incorporating technology in the classroom brings language learning into a relatable context for students. It allows learners to develop their language skills while becoming familiar with internet-based communication — something that is steadily increasing in our global society. Students can obtain critical skills through intercultural interaction and global participation.

2. Skype refines the situation of speaking class

The use of Skype led the situation of speaking class better than the situation prior to the research implementation. In the first meetings the researcher faced with situations like: less concentration and interest to subject. Yet during the research implementation, the students’ readiness increased.

Also during the modeling the students were quiet and shy to perform, but the first lesson about introduction of Skype made a big change which was seen in the next meetings. Even the shyest student was eager to ask the question the Matthew Hignite.

Besides while pre-observation the researcher saw that the students are talking to each other while one group is performing. Expected the same while cycles, but the situation was very different that all of the students were very quite and listening to the instructions and trying to perform, ask question. But it was again very noisy class after having the chat with native speaker, because they were sharing their feelings with their friends, sometimes with the researcher.

All this improvements Shelly Terrell properly named “Motivating Learners-Skype an Expert”, published on 28 May, 2010 in the English Language Teaching Journal of Oxford University Press, page 13. She explores her idea by saying “My adult learners are not technology savvy, but they enjoy when I use technology in our classes. Their favourite tool is Skype, a free videoconferencing tool that can be downloaded on the Skype website. Skype allows me to connect my students with the world. We can speak with guest experts from virtually
anywhere on a webcam.”. She continues on the next page stating that “Students will be focused on the subject if there will be something unusual in the teaching. Especially related to the age and modernity”.

This statement is supported by Martin (2010: 55), who says, “Skype is a free, user-friendly program that gives students an opportunity to converse with native speakers of other languages. The personal connection that Skype provides can enhance students’ motivation and confidence.” And she says, social interaction plays a vital role in language learning. Using video conferencing allows students to experience authentic interactions with native speakers while remaining in the comfort of their classroom. In a traditional classroom, teacher to student or student-to-student interactions occupy the majority of the time. When students are exposed to native speakers, it is often through a pre-recorded medium but Skype offers students the opportunity for candid, real-life communication. It incorporates collaborative learning and meaningful language use — two important activities. The personal interaction it provides helps spark student motivation and interest in language learning.

Besides, John TEFL teacher in Japan states that “By using new knowledge instantly, you'll remember it better. You'll get a buzz from making yourself understood. And you'll get a true understanding of how the language really works and be able to use it again effortlessly. That is all Skype in English Classes.”
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the writer implements and analyzes the data, the writer draws conclusion based on the results of the research are as follows.

1. The implementation of Skype in improving students speaking ability is successful. The students can absorb more information than using audio aids. The students learn about native speaker’s pronunciation by having audio and video chat with them directly online.

2. The implementation of Skype can really improve the students’ speaking ability. The average students’ pre-test score is 66.2. Indeed, after the implementation of Skype, the average students’ post-test score reaches 79.6. Therefore, Skype can solve the students’ speaking problem and can improve it.

3. The students’ responses to the implementation of Skype are positive. The students are interested in chatting. They can listen to the native speaker’s voice, watch the character’s behavior, and make a new friendship. They feel very happy to learn English using Skype. They also say that this technique is interesting and can improve their speaking ability.

B. Suggestion

After knowing the results of the implementation of Skype, the writer would like to give some suggestion to some parties are as follows:

1. For the students

   The students need to improve their speaking ability as well. By doing so, they will be ready for the global world where English language plays a big role. Moreover, to do that, they can use Skype which is free and complete with applications.

   commit to user
2. For the English Teacher

   Teaching speaking to the speakers of other languages is not an easy task. The English teacher should be a very good model for their student to imitate. The English teacher should be creative and innovative in choosing a teaching technique and a teaching media to teach speaking. The English teacher can employ Skype to teach their students and can introduce it to their students.

3. For the Researcher

   Hopefully, this research can be used as the reference to other researchers who want to conduct more qualified action research from different point of view. In addition, in order to explore more information, other researcher can find and read the available references.

4. For Teacher Training and Education Faculty

   The writer hopes that this research will be useful to the readers of his juniors in UNS. The readers can enrich their knowledge about action research and they can use Skype in more explored way as a tool to improve their English.