

**A STUDY ON TEACHING SPEAKING USING NARRATIVE VIDEO TO
THE ELEVENTH GRADERS OF SMA PLUS AL-AMANAH
BOJONEGORO in the academic year of 2018/2019**

SKRIPSI

BY

DIYAH RAHMAWATI SEDAYU

NIM 15120073



**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2019

APPROVAL SHEETS

SKRIPSI

A STUDY ON TEACHING SPEAKING USING NARRATIVE
VIDEO TO THE ELEVENTH GRADERS OF
SMA PLUS AL-AMANAH 2018/2019

by

DIYAH RAHMAWATI SEDAYU

NIM 15120073

Approved by

Advisor I,



CHYNTIA HERU WORO P., M.Pd

NIDN. 0728017903

Advisor II,



FITRI NURDIANINGSIH, M.Pd

NIDN. 0729058701

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, the objective of the study, significance of the study, and definition of the key terms.

A. Background of the Study

In Indonesia, English has already applied as a form of communication in school. English has 4 skills of language i.e. speaking, listening, writing, and reading. In communicating in English, the people have to master 4 skills of English. Basically, everyone is able to learn English. However, in level of difficulty speaking that it is very difficult to learn. Because, some of them consider that speaking English should understand about grammar and pronunciation are correct. For those who don't quite understand about grammar, they are just silent and difficult to speak English. Language is defines as a form of communication that is most complete and effective to convey ideas, messages, intentions, feelings and opinions to others, (Walija, 1996:4)

The people can speak English must be daring and prove if we can. Don't be afraid if your grammar and pronounce are wrong. We can figure out, how to pronunciation English well through dictionary in mobile phone or just in book (dictionary). If still in doubt with the grammar is wrong, you can open the grammar book that you have, so you know the grammar is correct.

English used as communication over the corners of the world than any other language. English has also been designated as the international language. English has also been recognized as such in their second language, Singapore, Malaysia, India, etc. In some schools, it's been applied to English as communication between students with students, teachers with students, teacher with teacher. On the other hand English is very influential to the progress of the times. Competitiveness of the English to get a job is very influential.

Basically, learning English is studying not only how the order of the sentence how to translate English writing into Indonesia. However, learning English is also studying how to communicate well in English, as the correct pronunciation, vocabulary, and more. English like a bridge that can connect the person with someone or someone with a group or a group with a group with a language to communicate. Therefore, it is important to know English and studied.

Some people were afraid to speak English. They think if communicate with their English should be smart and understand about grammar. So, those who assume it as such will not be able to increase their speaking. Because, there are a few cases of someone who tried and tried to communicate with their English will be considered it is a strange thing and at Manchester grammar and pronunciation when they are wrong. Therefore, some of them no longer wished to increase their speaking in front of the public.

In speaking of learning is not easy. They have to listen to and understand the meaning. Speaking is an interactive process of constructing meaning that

involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). They also have to be a good listener. Speaking is the ability to pronounce the articulation of sounds or words to express, States as well as convey the thoughts, feelings and idea (Tarigan, 1981:15). Talking is one of the kinds of skills-speaking oral variety that is productive.

Based on the phenomena depicted above, some students still have problem in terms of their speaking in English. They still feel ashamed and afraid to speak English in front of the class or the public. Thus researchers interested in examining this matter further through this title about “*A STUDY ON TEACHING SPEAKING USING NARRATIVE VIDEO TO THE ELEVENTH GRADERS OF SMA PLUS AL-AMANAHA BOJONEGORO 2018/2019*”

B. Research Problems

1. How is the implementation of narrative video for teaching speaking skill?
2. What are the classrooms interactions happening during the use of video in teaching speaking skill?

C. The Objectives of the Study

1. To know the implementation of using narrative video in teaching speaking skill.
2. To know the classroom interaction happens using of narrative video in teaching speaking skill.

D. Significances of the Study

1. For Teacher

Researchers were able to help develop the learning of students who have been taught by the teacher before by increasing their learning with other methods. Researchers can also help teachers with methods that were already provided by the researchers. This could help between teachers with students in applying methods of narrative video.

2. For Other Researcher

Researchers want to unearth more information about students' ability in spoken English through narrative video. This makes researchers more know clearly about the implementation and interaction in classroom lessons about speaking. Whether the students catch the meaning in the video speaking or just listen to it and whether students are also able to speak English well or not.

E. Definition of The Key Terms

This research has clarification of the key term as follow:

1. Speaking Skill

Speaking is very important in our lives, because talk is the process of information exchange between individuals and groups. The absence of a good, speaking skills will hinder a person to communicate with someone can affect in a career or social and personal relationships. However, students also have to digest the contents of the story

2. Video

Video is the medium that is suitable for a wide range of science learning, such as class, small group, even one student alone though. Therefore, the duration of the video with only a few minutes is able to provide more flexibility for teachers and learning can drive directly on the needs of students. Learning with video can be intended for various types of learning. The text can be on display in multiple languages to explain the content of the video.

3. Narrative Text

Narrative is a text which describes an event that there is a character that has a different character, place, time, as well as the conflict contained in the story. The story can captivate the audience with the conflict. In order to be able to sense the audiences an event that really happened even though the story is only a mere fictitious. These stories can be enjoyed and accepted by the audience of the story.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are literature review; there are some material definition of speaking skill, types of speaking, component of speaking, speaking problems, teaching speaking, the role of teacher, the purpose of speaking, classroom interaction, and definition of video and definition of narrative. as for the sub chapter contained another chapter in chapter 2, those are; review of relevant research and conceptual framework.

A. Literature Review

1. Definition of Speaking Skill

Speaking is the ability to pronounce the articulation sounds or words to express, declare, and convey thoughts, ideas, and feelings. More broadly, speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors extensively and broadly so that it can be regarded as the most important human tool for Social control. Thus, it can be said that the activity of speaking occurs a process of changing the form of thought or feeling into a meaningful speech or language sound. Speaking not only does it speak without meaning, but to convey thoughts or feelings to others through speech or with spoken language.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

According to Brown and Yule there were three functions of speaking, “...three part version of Brown and Yule’s framework (after Jones 1996 and Burns 1998): talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

1. Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

Speaking is one of four language skills in English. This skill is not an easy skill, because the ability to speak in English requires intensive practice. For Indonesian people speaking English is not an easy one, because when we speak English we do not only think of truth in grammar but we also think of the function of the sentence we say. St. Y. Slamet and Amir (1996: 64) speak as a skill in conveying messages through spoken language as an activity to convey ideas that are compiled and developed according to the needs of listeners.

In the ability to speak English which must be prioritized is the courage to start speaking. Some people think that speaking English is not easy. To speak English we must also learn by learning about the structure of language or grammar, pronunciation of language, meaning and function. There is a difference between speaking English and Indonesian. In English, one must know the structure of the sentence

according to what we have or have not done, for example, using the first, second, third verb forms for the time or things we have done. It is different from speaking Indonesian which does not use the first, second or third verb form if it has or has not done something.

Speaking is an event of delivering one's intentions, ideas, thoughts, and feelings to others by using spoken language, so that the intent is understood by others. In learning to speak English with theory alone it will not be easy, but in the form of practice or talking directly with other people. Speaking English does not have to be a native speaker, but we can also learn English with videos whether it's from music, movies, or other educational videos. After that we try to imitate what you have heard. The ability to speak is also the same as learning all other English skills such as listening. Speaking is not just a sound in your mouth but the ability to speak also listens to what you have heard from videos, music or communicates directly with other people.

To learn English skills we must often listen to music in English, videos about English education, or by watching movies. An example is to look at a video whose context is about English. We can also imitate what sentence you heard before or write the sentence you heard earlier. After that, play back the video, music, or movie that you played it to make sure that what you heard and wrote was true or not. Not only that in speaking English we must sharpen our speaking, for example try to speak English wherever and whenever. That way your

English language skills will increase and you will not feel ashamed to speak English. According to Tarigan (1990: 149) speaking is the skill of conveying messages through spoken language.

2. Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then like listener have to process the information without interruption and speech will go on whether or not the listener comprehends what the speaker mean.

b. Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speaker. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

Like Nunan, according to Harmer (2007:343) finally, we might make a different between speaking, that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

3. Component of Speaking

According to Harris (1974:81) said that there are five components of language that influence speaking ability. Those components are:

a. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. Homby (1995:928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

b. Grammar

Mastering grammar knowledge will help one in speaking English, because he will know to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c. Vocabulary

Mastery vocabulary is first step to speaking English if we do not master vocabulary cannot what is our purpose.

d. Fluency

In speaking, we must speak fluency because listeners are able to response what we say.

e. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

4. Speaking Problems

Speaking is a communicative state that is the exchange between people, knowledge, information, ideas, opinions, feelings so it must be an idea from a concept and what they will say or can be referred to as an act of communication through talking. Generally performed in phase interactions and agreements as part of dialogue or rather verbal exchanges. Speaking is the process of delivering the message expressed by voice.

In this case it would be nice if we convey something when we poured the ideas/opinions can be expressed and structured so that listeners can comfortably chat with us, however the fact that the problem of speaking often occurs. Of course this requires separate handling. As for the problems that often occur in the classroom speaking, among others:

1. Pause

Pause means stop delivering messages. Here the speaker paused while thinking things will be delivered. In this case could be resolved by creating small notes so it's not focused on what has already been prepared.

2. Filler

Often speakers fill the gap with a particular sound, for example, the word *ehmm* and others. On one side, very filler helps us to get an idea. However, if done continuously will make speaking we are so boring. Therefore, we must practice speaking in order to easily, smoothly and there are no obstacles when speaking the English language.

3. Mental problem

As good as any of our conversations, of course it's different if it's already talking in front of a crowd as all eyes fixed on us. When not balanced by a strong mental, then speaking we would be disturbed. Things that could have happened as bodies sweating, nervousness and even ideas that have been designed can be dispersed. But in matters like this, students can overcome it by continuing to practice continuously. If it is done on an ongoing basis will be familiar.

4. Lack of ideas

As clever as any person, when you have no idea will surely be hard to express something. Have a little idea tends to speak briefly or repeatedly. This can be overcome by multiply reading, discussion, and anything else that can add insights students so as not to lack of ideas.

5. Mispronunciation

This often happens when students mistakenly pronouncing vocabulary appropriately. This was supported by the mastery of vocabulary. When students learn vocabulary without regard to pronunciation, of course students will be difficulties in terms of conveying something. In this case, students should be able to memorize, controlled vocabulary, pronunciation and applied as well as repeating known vocabulary continues.

6. Grammatical error

In speaking, students may experience confusion, especially in putting together sentences correctly. This is not a matter of grammar has been

studied. There were important things to note for fixing the sentence structure speaking. First, understand grammar material beforehand. Second, practice such material in speaking up to get used to.

7. The Lack of Vocabulary

Not denying the Foundation vocabulary is speaking. More and more of the known vocabulary, the more comfortable and tasteful convey an opinion. If students are novice students present speak senatural may and took out all the capabilities of the idea. If possible, students can combine the more language is used if it is not able to express it in English.

5. Teaching Speaking

According to Finocchiaro (1974:18) there are a handful of principles in teaching language through speaking to the students as follow:

- 1) Language items should be taught to the students in situation which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of language used should be given clearly.
- 2) Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.
- 3) In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into

word order, inflection, derivation, and into the other meaningful features in English. For instance the teacher can give some sentences that use the same root using different pattern, and then the students are expected to be curious about the meaning which can be finding by observing asking, and finally they will be getting the answer by themselves.

- 4) The essential of language learning through speaking is improving the ability to ask, answer question, make statements and response appropriately. Speaking is different with writing, so the way to response the question will be different too. Finocchiaro (1974:20) states that the way to response a question in speaking is usually simple while writing is using a complete and correct in speaking order sentence to response a question.
- 5) Confirming comprehension of the students. It can be solved by using some steps to each speaking. First, select the material for intensive “active” presentation. It aims to make students interest to participate in speaking class enthusiastically. Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. Good arrangement is always making students easier to understand. Third, order it according criteria of frequency of use. Fourth, arrange the model utterances in a way which will permit students to observe the repetitive features so that the principal rule can be understood.

6) Learning speaking is not similar with writing. Therefore learn and practice the language through speaking also will be different. In spoken language, we do not only need the competence to master and understand, we do not only need the competence to master and understand the language, we also need to learn culture, gestures, and the expressions which give added meaning to the words or sentences. An intonation pattern can also show the feeling of the speaker. It may express some kinds of expression, like as show the anger, happiness, and sadness, and etc.

6. The Role of Teacher

The Teacher needs to play a number of different roles during students' speaking activity to get students to speak fluently. These are the following roles of teacher as states by Harmer (2007:347-348):

1. Prompter

As A participant, teacher should help the students who has no ideas or cannot think of what they will say or on the other hand they lose the fluency that we expect of them to have. It can be solved by offering discrete suggestion without troubling the discussion or making students out of role.

2. Participant

As a participant, teacher may want to participant in discussion or role-play themselves. However, in such position the teacher has to be careful that be does not participate too much. In addition, teacher

should be a good animator when asking students to produce language. It can be achieved by setting up an activity clearly and enthusiastically. Thus, interest class could be made easily.

3. Feedback Provider

As a feedback provider, a teacher has the ability to consider the effect of possible different approaches carefully. Giving over-correction to students' mistake may inhibit them to speak but kind-correction may get students out of difficult misunderstanding and hesitations. Everything depends on teacher's policy and the appropriate of teacher's feedback in particular situations. However, giving feedback in the end of the activity is vital. It aims to clarify the content of the activity as well as the language used.

7. The Purpose of Speaking

The main purpose of talking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to be able to convey messages effectively, the speaker must understand what will be conveyed or communicated. Tarigan also stated that speaking has three general intentions, namely to inform and report (to inform), entertain and entertain (to entertain), and to persuade, invite, urgent and convincing (to persuade).

Keraf in St. Y. Slamet and Amir (1996: 46-47) suggest that the purpose of speaking is to convince listeners, want the actions or physical reactions of listeners, notify, and please listeners. This opinion does not only emphasize that the purpose of speaking is only to inform, convince, entertain, but also requires a physical reaction or action from the listener or listener.

The SSC Intersolution LBB Team (2006: 84) argues that the purpose of speaking is to: (1) tell something to the listener, (2) convince or influence the listener, and (3) entertain the listener. This opinion has the same purpose as the opinions described above. Based on several opinions that have been stated above, it can be concluded that the main purpose of speech is to communicate. While the purpose of speaking in general is to notify or report information to recipients of information, convince or influence recipients of information, to entertain, and require reactions from listeners or recipients of information.

8. Classroom Speaking Interaction

Teaching and learning are as a normative value interaction, meaning that in the process the students holding on sizes, norms and values that he believes. Every teaching and learning interacts certainly aim at this goal, determine the ways and forms of interaction. In teaching occurs a process of test strategies and plans that allow the incidence of student learning on a deed. Educational interactions should describe active two-way relationships with a number of knowledge as his medium, so that interaction is

meaningful and creative relationship. All the elements of interaction processes should be educational in purpose of education. Therefore, educational interaction is one.

1. Interaction between teacher and student

The process of teaching and learning will always constitute the process of interaction between the activities of the two elements of humane where students as those who learn and teachers as those who teach. The process itself is the chain that connects between the teachers and students so that communication has a purpose built i.e. learning objectives.

The skills that should be possessed by the teachers according to the Joni covers:

- a. The ability of teachers to develop a positive attitude of students in learning activities
- b. The teacher's Ability to be flexible and open in the learning activities
- c. The ability of the teacher to appear in passionate and sincere manner in the activities of learning
- d. The teacher's Ability to manage the interaction of students in learning activities.

The teacher's ability to be flexible and open in the learning activity may indicate an attitude open to the opinions of students and

others, the attitude of responsive, sympathetic, friendly attitude, showed full Understanding and patient (Imran, 1995).

2. Interaction between students with students

In the learning process is surely the existence of the relationship of interaction between the students and the students of what was already a teacher tell us about such material. Meanwhile students will respond to the explanation that was given by the teacher. Students who are one will ask with other students about their understanding of the material. At a time when teachers assign groups or individuals, students will be asked about the task. There must have been some students who do not yet understand about the explanation of the material that was submitted by the teacher. Thus the existence of a student's interaction with students is in at the moment the students haven't learned very well regarding explanation or interaction on the task group or of homework that has been given by the teacher. The existence of the group work is the interaction between students with a class of students. They will give you feedback or input on the material already in explained by the teacher or the duty which has been explained by the teacher

3. Interaction between Students with Video

In this interaction, at a time when students are given a video regarding the narrative to the teacher, will they understand or just

simply listen to the content of the video. This interaction shows up where students understand meaning in that video. The video gives an impression so that students are able to speak English well. Understand how to read English properly. After students have already seen the content of the video. whether the students will understand the content in the video. Students will also provide feedback about the videos that have been indicated by the teacher.

9. Definition of Video

Video is a technology for capturing recording, processing, transmitting and arranging money for moving images. Usually, using celluloid film electronic signal or digital media. Regarding "vision and hearing" The application of video to multimedia includes:

1. Entertainment: road cast, TV, VCR / DVD recording
2. Interpersonal: video telephony, video conferencing
3. Interactive: windows

Digital video is a type of video recording system that works using a digital system rather than analog in terms of representation. The video is usually, digital video recorded in a tape is then distributed through optical discs, such as VCDs and DVDs. One tool that can be used to produce digital video is a camcorder, which is used to record video and audio images, so that a camcorder will consist of a camera and recorder. Various camcorder; mini DVD, DVD camcorder and digital 8.

Arsyad, 2011: 49 states that the video media used in the teaching and learning process has many benefits and benefits, including video is a substitute for the surrounding environment and can show objects that students normally cannot see such as food and respiratory digestion, videos can describe a process that is precise and can be seen repeatedly, the video also encourages and increases students' motivation to keep seeing it. In speaking learning the teacher can also provide material through videos to give examples to their students. Learning in the form of videos can give students brains work better. They can also listen to how to pronounce English correctly and understand how their accents while speaking English.

Sadiman (2009: 74) states video is an audio-visual media that displays images and sounds. The message presented can be either facts (events, important events, news) or fictitious (such as stories), can be informative, educative or instructional. Learning through videos can give students the spirit of learning. Students will not be easily bored because they are fixated in teacher explanations, such as lectures. However, students will easily understand how to deliver material, but are reviewed again through a video aired by the teacher. That will make students remember what they saw. Daryanto (2010: 88), reveals video media is anything that allows audio signals to be combined with moving images sequentially. Uno & Lamatenggo (2011: 135) defines the video is:

1. Videos can manipulate time and space so students can be invited to travel anywhere even though it is limited to classrooms.

2. Videos can also display objects that are too small, too large, dangerous, or even can't visited by students.

3. The ability of video media can also be relied on in the field of study that studies motor skills and exercises the ability of activities.

Rusman (2012: 220) reveals several advantages possessed by video media, namely:

1. Videos can provide messages that can be received more evenly by students,

2. The video is very good for explaining a process,

3. Overcome the limitations of space and time, are more realistic and can be repeated or stopped as needed, as well as

4. Gives a deep impression, which can affect student attitudes.

Kustandi (2013: 64), the advantage of using video media in learning, namely:

1. Videos can complement the basic experiences of students when students discuss, read, and practice.

2. Videos can show objects normally that cannot be seen, such as the work of the heart when pulsing.

3. Encourage and increase student motivation and instill attitudes and other affective aspects.

4. Videos contain positive values that can invite thoughts and discussions in groups of students.

5. Videos can present events to large groups or small groups and heterogeneous groups or individuals.

10. Definition of Narrative

Narrative text is a text which consists of imaginary story, a true story that was fabricated, or fairy tales. Narrative text tells a story that has a series of chronological events is interconnected. The purpose of the narrative text is to entertain readers. As for the structure of narrative text is a follows:

1. Orientation: introduction or opening in the form of the introduction of the character, time, and place.
2. Complication: the development of the conflict or the appearance of a problem in the story.
3. Resolution: conflict resolution or steps taken to respond to the problem.
4. Re-orientation: the phrase – the closing phrase that indicates the end of a story. Re-orientation is optional or not always exist in the narrative text.
5. CODA: the changes that occur in the character and moral values/lesson can be learned from the story. CODA also is optional.

Kinds of narrative text:

1. Folklore or folktale

Is the story of the confidence that has long existed in the society. This story comes from the ancestors and passed on by word of mouth. Folk tales still continues to tell until now.

2. Legend

Is a story that has long been widespread in society and is believed to be a history or is believed to be the right thing to happen in the past, It is generally believed to be due to evidence that is still remaining.

3. Myth

Is a story that deals with the supernatural, telling the origin of a culture, which is usually associated with the supernatural beings such as gods and so forth.

4. Fable

Is a story that uses animal characters in it. The goal of fable is to entertain readers only, besides Fables also contain moral values who want delivered, for example the attitude please help and more.

5. Short story

Short story is a fictitious story or just a delusion. Anyone can make a story in the form of a short story is because it comes from the imagination of the person.

B. Review of Relevant Research

One of the studies that is relevant to my research is the research of Nuthayati (2004) *entitled Increasing the ability to speak with the indirect learning model (no direct teaching) in class VII of the 2nd grade of the Progo Kulon Yogyakarta*. In the study, it was concluded that there was an increase in students' speaking skills in linguistic and non-linguistic aspects after students were given action with indirect learning. This is known from the changes towards the better and also the increase in scores on aspects of language which include; pronunciation, intonation, diction, sentence, and non-language aspects including attitudes, expressions, views, fluency, volume, suitability, logic and effectiveness of thinking and length of time to speak. The success can also be seen from students who become more active and enthusiastic in attending speaking lessons and learning takes place pleasantly.

The difference in the research above with my research is the use of media and the location of research. The research uses a narrative text video with the subject of research from SMA Plus Al Amanah while the research above uses the indirect learning model (no direct teaching) with the subject of determination of junior high school students in Gianyar Kulon Progo. The similarity of the research above with my research is on the object of research, which together examines the improvement of students' speaking abilities.

There were other factors contributing the problems above. The use of media was sometimes absent in the classroom, such as video, pictures, etc. The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. The classroom activities were

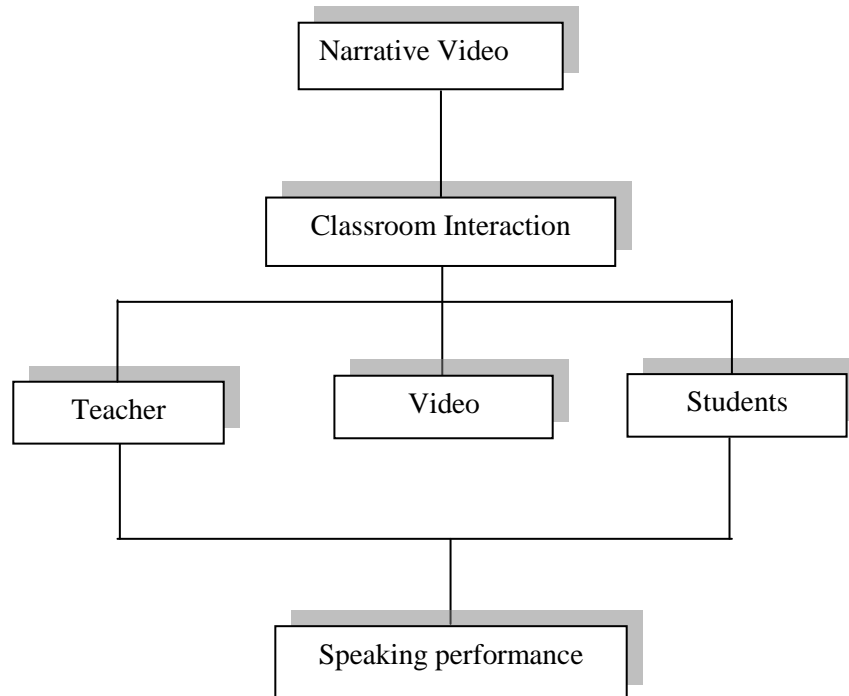
focused on repeating after the teacher, memorizing a dialog, or responding to drills. Moreover, there were few opportunities for the students to practice speaking. As the consequences, the absent of media, the limited speaking activities and practice taught in the class promoted to the students' low speaking activities.

C. Conceptual Framework

Speaking is important for the students. However, some people were still found in the students' speaking abilities in XI IIS2 class at SMA Plus Al-Amanah. Speaking skill was considered difficult to be accomplished by the students. The students were not confident to speak. They often refused to speak and preferred to be silent. They hesitated to express their ideas and opinions because they were afraid of making mistakes. They had difficulties in grammar and pronunciation. They also lacked vocabulary. They were also less motivated because of the monotonous and less fun learning activities in the classroom. In addition, only few of them brought a dictionary in the classroom.

In this case language learning is very important to students. Especially the language already in use and has been recognized in a country, namely English. Learning English already taught since elementary school. This makes students study such interested and delighted to learn the language. In addition, the low ability students in public speaking became the starting point of this research. One way of learning languages in order that optimum and lasting interest is using media that is interesting, for example by using video media. The selection of this

video the researchers chose in accordance with the capabilities of the students so that students can receive well what is in the video.



Frame2.1 Conceptual Framework Research

CHAPTER III

RESEARCH METHOD

This chapter presents the methods used in this research. They consist of the research design, the roles of researcher, source the data, instruments technique, data collection and Data analysis technique. Each and all of them will be presented below.

A. Research Design

Design research is the framework that is used to carry out marketing research (Malhotra, 2007). Design research provides the procedure to obtain the information needed to compose or solve problems in research. Design research is the basis of doing research. Therefore, a good research design will result in an effective and efficient research. Classification of design research is divided into two, exploratory and conclusive. Conclusive research design is further divided into two types namely, descriptive and causal. In this study used descriptive and exploratory research. According to Malhotra (2007), exploratory research purpose to investigate an issue or situation to gain a good knowledge and understanding. Meanwhile, descriptive research aims to describe something. Descriptive research has a clear statement regarding the problems faced, the hypothesis that specific and detailed information is required.

Design research is all the processes required in the planning and implementation of research (Suchman, 1967:307), in a narrower sense, design research only on the collection and analysis of data only. However the research design also means that research processes can be divided into two groups: (1)

Planning the research. Research planning process started from the identification, selection and formulation of the problem, to the formulation of hypotheses and the relation to the theory and existing libraries. (2) The implementation of the research or operational process research. (Nazarite, 1983: 84-85).

Design research is all the processes required in the planning and execution of the research. In a narrower Sense, design research only on the collection and analysis of data only. In a larger sense, design research covers the following processes:

1. Identification and selection of research issues
2. Election of the conceptual framework for the study as well as relations with the previous research.
3. Formulate research problems include making the destination specification, broad reach, and the hypothesis to be tested
4. Build the investigation or experimentation e. selecting the sampling procedures and techniques used
5. Drafting procedures and sampling are used
6. Drafting tools and techniques to collect data
7. Make coding, as well as holding editing and data processing
8. Analyze data as well as election statistics procedures to make generalizations and inference statistic.
9. Reporting of research results, including a discussion of the process, as well as data interpretation, generalization, the deficiencies in the invention, as well as advocating some suggestions and research work to come.

The research conducted was qualitative Research. According to Meleong (2007:6) is the research which means to understand the phenomenon of what is experienced by the subject for example behaviors, perceptions, motivations, actions etc, in a holistic manner and description in the form of words and language, at a special natural context and by utilizing a variety of natural methods. Qualitative research aims at the description of the whole of a thing according to the view of the human being researched. Qualitative research related ideas, perceptions, opinions or beliefs of the people who researched and all of which cannot be measured by numbers. In this research study, researchers directly participate in research to solve the problems existing in the process of teaching and learning processes of speech and to improve speaking skills Tenth grade at SMA Plus Al Amanah.

B. The Roles of Researcher

In accordance with the research conducted, namely research on "a study on teaching speaking using narrative videos to the eleventh graders of SMA Plus Al-Amanah" then the researchers here an absolute role in the process of research, so that the presence of researchers in field is indispensable as the role of the researcher as a principal instrument in observing the symptoms that occur in the field. In qualitative research, researcher alone or with the help of others is the main data-collecting tool.

Researcher respond to all phenomena that occur in field, so the researchers could afford was the information or data. Researchers also must adjust to an environment where research, so it will be easier to interact with the environment in the process of collecting the data. Researchers act as gatherers of data using a

variety of methods, of course already provided with knowledge-knowledge. Researchers quickly processing the data acquired, and ordered them back to the next action. Researchers freely observe clearly the subjects from behind the glass are the subject simply does not know whether they are being examined.

In this case the researchers became a full member of the Group observed, thus researchers are able to obtain what information is required, including a secret though. In conclusion the presence of the researcher as an observer is open IE status known to the subject and the researcher's role as full participants.

C. Source of theData

According to Arikunto (1998: 144), data sources are subjects from which data can be obtained. According to Sutopo (2006: 56-57), data sources are where data is obtained using certain methods in the form of humans, artifacts, or documents. According to Moleong (2001: 112), recording data sources through interviews or observations is a joint result of seeing, hearing and asking questions. In qualitative research, these activities are carried out consciously, felt and always aim to obtain the necessary information.

According to Sugiono (2013: 224) the technique of data collection is the most strategic step in research, because the main purpose of research is to obtain data. Data collection technique is the most important step in the research, because the main purpose of the research is to obtain data. Without knowing the data collection techniques, the research will not get data that meets the specified data standards. This research was conducted at SMA Plus Al-Amanah Dander. It is located in Ds. Sumbertlaseh Kec. Dander, Kab Bojonegoro. While the subject of

this study student because this class is the first step for the students of SMA Plus Al Amanah Dander. The writer took class Tenth grade as main subjects because this class is the first step for the students of SMA Plus Al Amanah to study English in the school. The student in this grade was chosen because the writer thought they need to improve their speaking skill. Beside, speaking skill is one of the skills that should be mastered by the students of junior high school. Speaking is also commonly used for communicative and academic purpose. In order to get the data needed for this research, the writer employed two data. Those are:

1. Data Primary

Data is data obtained by researchers directly. According to Umi Narimawati (2008: 98) in his book "Qualitative and Quantitative Research Methodology: Theory and Application" that primary data is data originating from the original or first source. This data is not available in compiled form or in benthic files. This data must be searched through the resource person or in the technical terms respond, that is, the person we used as the research object or the person we made as a suggestion to get information or data.

2. Secondary Data

Secondary data is data obtained by researchers from existing sources. According to Sugiono (2008: 402) Secondary data is a source of data that directly provides data to the data collector. Secondary data can be obtained by reading, studying and understanding through other media sourced from the literature and library books or data from companies related to the problem under study.

D. Instrument Technique

The researcher gave the instrument of this research are test and questionnaire.

1. Test

In the instrument that gave to student researchers is a test speaking, where students g a test of the ability to talk to them. Students will be given the task to talk to the class about the material already presented by the teacher. This is useful so that the students are capable and brave to speak English in front of the class without any fear and shame. It also aims to test whether students are able to capture material and meaning about narrative video that already given by the teacher or not. This test is done after the teacher gives a description of the material and showing narrative video for students. After that, the teacher will give the task about a video that's been shown by the teachers. Students will be given the task of delivering a story like the example contained in the video. The purpose of the existence of the test is to measure the ability to talk to students who are having problems learning English especially speaking at the beginning and end of the study so that it will be known to the occurrence of change in student learning outcomes after getting the test.

2. Questionnaire

In this research the next instrument that will be given by the researcher is in the form of interview for students and teachers. It aims to collect data on students' speaking abilities and to collect data from English teachers about the methods given to students from researchers. Researchers

will look for more information to students about how well their speaking skills are and give questions to students about methods about narrative text for their speaking skills so far. In addition to students, researchers will also provide questions to the teacher regarding students how far the students' speaking abilities are and about students' preferences in learning with methods about narrative video. Whether the method can also provide convenience for teachers in the process of learning English and whether this method also helps more active students to speak their English.

E. Data Collection Procedure

It would be important for the writer to choose an appropriate method in collecting data to obtain the valid data. In this research, the writer would use observation, documentation and questionnaire. The explanation of each will be explained as follows:

1. Observation

Hadi in Sugiyono (2013: 145) argues that observation is a complex process, a process that is composed of various biological and psychological processes. Two of those that are intertwined are processes of observation and memory. The purpose of this observation was to find out the use of Narrative text video in teaching English for class Tenth grade at SMA Plus Al-Amanah Dander. The writer observed the students' speaking competence after getting new method that was Narrative Text. The indicators of this instrument were.

- a. To know how narrative video used in teaching- learning process.
- b. To know about the students' speaking competence

- c. To know the performance of the students
- d. To know about the situation of speaking class after the method of Narrative text video being used.
- e. To get information about students' interest in learning speaking by using Narrative text video.

2. Questionnaire

The supporting instrument used in this study was questionnaire. Questionnaire was a technique of collecting data which is done by giving some questions of written statements to be answered by the respondents. Arikunto (2006:152) states that there are kinds of questionnaire, those are opened questionnaire and closed questionnaire. Opened questionnaire gave a chance to the respondents to answer by their own sentences. Close questionnaire means the respondents only choose answer that had been available.

In this study, the researcher would use the combination between closed questionnaires. It means the researcher would prepare the answer of questions given to the respondents'. The instruments were used to know:

- a. The students' opinion about English lesson.
- b. The students' opinion about narrative videos used in speaking class.
- c. The students' interest in learning speaking by using narrative videos

3. Test

After that, students filled in the questionnaire on learning English using video. Teacher gave orders for students to test speaking based on the stories contained in the video. This Test aims to find out if students understand the content in the video well. And know how smoothly and understand how to pronunciations are correct in English.

F. Data Analysis Technique

After collecting the data, the writer should analyze the data. According to Taylor, (1975: 79) defines data analysis as a process that specifies a business formally to find themes and formulate hypotheses (ideas) as suggested and as an effort to provide assistance and themes to the hypothesis. If reviewed, basically the first definition focuses more on organizing data while the second emphasizes the purpose and purpose of data analysis. Thus the definition can be synthesized that data analysis is the process of organizing and sorting data into patterns, categories and basic description units so that themes can be found and work hypotheses can be formulated as based on data.

Huberman (in Sugiono, 2013:337) states that activities in data analysis are done interactively and continuously. The activities of data analysis were data reduction, data display and conclusion drawing. The explanation of each will be explained as follows:

1. Data Reduction

In this process, the research summarizes and selects data that is considered principal and focused according to the focus of the

research. In reducing data, all field data are written at the same time analyzed, reduced, summarized, selected important things, looking for themes and patterns, so that they are arranged systematically and easier to control.

2. Data Display

After the data has been reduced, the next step is to display the data. The data presented in the study are data that have previously been analyzed, but the analysis carried out is still in the form of notes for the benefit of researchers before they are arranged in the form of reports.

3. Drawing Conclusion

In this step, the research systematically compiles the data that has been presented, and then tries to draw conclusions and data according to the research focus.

4. Observation

An act or process of observing something or someone closely to get information or prove the truth of a research. According to Riduwan (2004:e104) is the Observation data collection techniques in which researchers conduct observations directly to the object of research for a close look at the activities performed. The process of observation is one of the techniques of data collection in accordance with the research objectives. These activities are planned and systematically recorded, and can be controlled in a systematic, controlled as well as reliability and validity.

5. Questionnaire

Questionnaire as the secondary data would be given for students. After the data were collected, the next step was analyzing the data. The data found from the questionnaire given for the students of SMA Plus Al-Amanah Sumber Dander would be analyzed by using the following formula before it provide into percentage and des

$$\rho = \frac{f}{n} \cdot 100$$

ρ : percentage

f : the respondents answering

n : the total of respondents

6. Triangulation

Sugiono (2013:330) states that the aim of triangulation is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase ones understanding of whatever is being investigated. Triangulation was an instrument that combined some instrument and data source. Its function was to have more strengths of each instrument and to decrease the weakness of each instrument. In this research, the research would use triangulation, which was the combination among observation and questionnaire.

To check this validity, the technique used by the researcher is triangulation. According to Meleong the triangulation technique is a

technique of the validity inspection of data that is the other thing. The triangulation technique is:

1. Triangulation with source i.e. comparing and checking up the degree of confidence information obtained through time and different tools in the qualitative study.
2. Triangulation with the method of checking the confidence degree of research findings of some data collection techniques and checking the degree of trust multiple data sources with the same method.
3. Triangulation with the theory that is according to Lincoln and Guba quoted by Meleong is based on that the fact cannot be examined the degree of belief with a or more theories.

So triangulation means the best way to eliminate the differences in the fact that there is in the context of a study, a gathering of data about various events and relationships of various views. In other words that by triangulation, researchers can check its findings by way of comparing it to various sources, methods or theories.