

IMPROVING STUDENTS' ENGLISH SPEAKING SKILL OF TENTH GRADE AT MA WALISONGO SUGIHWARAS IN ACADEMIC YEAR OF 2019/2020

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Abstrac : The objective of this research was to improving students' english speaking skill of tenth grade at ma walisongo sugihwaras in academic year of 2019/2020

This research was an action research and conducted collaboratively with the English teacher. The subjects of this research were 32 students in Class XAt MA Walisongo Sugihwaras. The research was conducted in two cycles. The data in this research were in the form of interview transcripts, field notes and students' mean scores. They were obtained by interviewing the English teacher as the collaborator and the students, observing the teaching and learning process, and conducting pre-test and post-test. The instruments of this research were observation sheet, interview guidelines, and speaking scoring rubric. The data were analyzed from field notes, interview transcripts, and students' mean scores. To meet the validity and reliability, the researcher used time and investigator triangulation. In term of validity, the researcher used democratic, catalytic, process, outcomes, and dialogic validity. The procedure of this research followed five steps of action research. Those were reconnaissance, planning, actions and observations, and reflections.

IINTRODUCTION

Nowadays, the number of people speaking English increases significantly in the world. As an international language, English brings big contribution to the expansion of English in various public matters, such as in mass media, newspaper, TV program, and the internet. In our country, English also brings big contribution not only in the mass media and technology but also in education. Most state and private schools offer good quality of English teaching learning process as one of their strengths to attract the parents to send their children in those schools.

In our country, the goals of English language teaching in the senior high school are to set the learners to get ready for communication in both spoken and written English and to make the students achieve informational level of communication. It means that through English, the students are able to access knowledge and they are ready to move to the higher education level. In fact, there are many students who are not aware of the benefit of mastering both spoken and written English. Furthermore, the students' English speaking skill is low and they are not confident enough to speak English in front of the class.

Teaching speaking is not an easy job. As a matter of fact, the students have some problems dealing with English, especially in speaking. There are some features that make speaking difficult.

In conducting the research, the researcher observed the teaching and learning process to identify the problems in the field. In the observation, she found some information about the English teaching and learning process in the class.

METHODE

This research is an action research. Burns (1999:30) defines action research as the application of fact finding to practical problem solving in social context by involving the collaboration and cooperation of researcher and practitioner. Action research involved action. It sought to bring about change, specifically in local education contexts. It was also research because it entailed the collection and analysis of data. Finally, it was collaborative, teachers worked together to examine their classrooms.

This research focused on the effort to improving students' English speaking skill of tenth grade at MA Walisongo Sugihwaras through videos. This research study was implemented in the form of collaborative action research. The research was conducted collaboratively with the English teacher and the students.

RESEARCH FINDINGS AND DISCUSSIONS

The previous chapter describes the research method used in this study. This chapter presents some research findings and discussions of the findings in the form of qualitative data. In addition, this chapter provided quantitative data to support the qualitative. The research consisted of two cycles, cycle 1 and cycle 2, in which each cycle covered planning, actions and observations, and reflections. The details of this chapter are presented below. This research was an action research study. It aimed at improving students' speaking skill in Class XAt MA

Walisongo Sugihwaras. The Researcher used videos as the media to give an appropriate speaking model to improve students' English speaking skill.

There were some steps in conducting this research. Those were reconnaissance, planning, actions and observations, and reflections. In the reconnaissance process, the researcher identified the field problems in the English teaching and learning process by conducting observation and interviews. The next step was planning. Based on the field problems, the researcher designed some actions which were feasible to be implemented. In the actions and observations, the researcher implemented the actions that were planned. After that, the researcher observed and evaluated the actions whether videos as the teaching media were effective to improve the students' speaking skill or not. The last step was reflections. In this step, the researcher, the English teacher and the students in Class X 1 at MA Walisongo Sugihwaras identified the success and unsuccessful actions. Thus, the researcher and the English teacher as the collaborator could make the next plans for the next cycle. The following explanation describes further procedure of the research. In the real communication speaking ability can't be separated from the listening. Speaking is the productive skill and listening is the receptive one. Speaking and listening are closely intertwined in the communication. Effective communication cannot run if those skills do not function well.

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in MA Walisongo Sugihwaras. Based on the observation, she found that from four basic skills, speaking was the most difficult skill. She also found that there were some problems that influenced students' development in learning speaking. Those problems were the students' confidence and participation, the lack use of facilities and media, monotonous materials, and uninteresting techniques and activities.

Related to those condition, students can learn best when they are physically, emotionally, and cognitively stimulated and involved in the teaching learning process. So, the researcher should make the teaching learning process more communicative, contextual, attractive, and then the last improve students' English speaking skill.

In fact, the teaching learning process can't run well without any teaching media to support. In other word, media has an important role in the teaching learning process. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful learning. Videos can give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. The students can obtain meaningful contexts for language that is being learned through videos.

For those reasons, the researcher decided to conduct an action research to improve the students' English speaking skill in Class X at MA Walisongo Sugihwaras through videos. To identify and overcome the existing problems, the researcher worked collaboratively with the English teacher and the students of Class X. Finally, as the problems were solved, the students were expected to be able to improve their English speaking skill.

CONCLUTION

The research findings and discussions showed that the students' speaking skill improved through the use of videos that gave an appropriate speaking model for the students. This action research was implemented in Class X 1 At MA Walisongo Sugihwaras on Januari and Februari, 2019. Those improvements were in line with the improvement on students' participations and confidence. In addition, the researcher to the following conclusions is The teaching learning process was effective with the use of videos as the speaking model for the students. Moreover, the use of video could attract students' attention and motivation in the teaching and learning process and could make the classroom atmosphere be more fun so that the students were interested in speaking out their feelings.

The combination of the use of videos and interesting techniques and activities, such as games and role plays were able to improve the students' speaking skill. They were able to make the students more active in joining the classroom activities. Role-plays were effective in improving the students' speaking skill and self confidence. This activity maximized the students to have an experience to practice a dialogue with their partners in English. Since the students were asked to perform the role-plays in front of the class, they could improve their confidence and also their speaking skill. This activity gave the students more opportunity to practice and

perform their speaking skill. The last, games also made the students interested in joining the teaching and learning process. Games were able to create relaxed atmosphere in the classroom and they were effective to alleviate the students' boredom. Classroom English was effective to make the students understand the English words and expressions as well as to help them understand the teacher's instructions and explanation. Giving feedback could help the students in improving their speaking skill especially accuracy and pronunciation. However, giving feedback was not easy. It should be done carefully to keep the good atmosphere in the classroom; therefore the students did not feel humiliated. Giving handout containing various and interesting materials also could attract the students' attention and interest to learn English and make the students focus on the lesson. Giving more speaking practice in individual, pair or even in group could help the students in improving their fluency.

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