Teaching Speaking Report Text through Documentary Video

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Abstract

Speaking is a part of English proficiency that should be mastered by student who learn second language, because the success of mastering second language is measured by the ability of carry out a conversation in form of language. The objective of this research was to prove whether or not the implementation of documentary video can improve the students' speaking ability. This research was carried out on November 19th up 28th 2019 at SMA Negeri 08 Banda Aceh. This research applied an experimental research design. The research population was eleventh grade students of SMA Negeri 08 Banda Aceh. The sample of this research was selected by using purposive sampling. The instrument of data collection was test which was distributed to the students as pre-test and post-test. The researcher used a statistical analysis to analyze the data. The data were analyzed statistically in order to measure the difference in the achievement of the students in pre-test and post-test. The hypothesis result by using t-test showed that the obtained t-score was higher than t-table (tscore=54.9>ttable=1.703), the difference is statistically significant. Therefore, based on the result there is significant improvement before given treatment using documentary video and after treatment. Thus, it can be concluded that documentary video can improve students' speaking skills and hence H_a is accepted because after given treatment by documentary video, the students had better achievement in speaking skill.

Key Words : *Documentary Videos, Speaking Skill, Report Text.*

1.   INTRODUCTION

In Indonesia, English was taught since in elementary schools. It becomes one of the compulsory subjects in junior and senior high schools. However, speaking usually knows as the most difficult skill. Zhang (2009) says that speaking is the most difficult skill of learners to become proficient in English and they also still cannot speak capably. Have a lot of EFL learners are not able speak English well. The learners sometimes felt inferior if they made mistakes in speaking. So, they were often reluctant to speak in the class.

Moreover, practicing English regularly is needs to improve students' speaking ability and it needs high motivation of the students. English teachers- play important roles to support and to help their students practice English in class. Teachers should be creative in creating appropriate and interesting activities to help their students improve their oral production. Of course, they are required consider the students' interest which determines whether the activities are appropriate or not. Teachers should be careful in selecting activities to teach speaking.

Based on the result of an observation in SMA N 8 Banda Aceh on 11th-13th March 2019, there are some problems of speaking English in the XI grade students. As a matter of fact, student speaking achievement does not balance with curriculum. First,the students difficult to speak because they need to adjust the structures, pronunciation and vocabulary that differ from their mother tongue. Then the students have low speaking ability. Second, they have boring activities in the English class because the teacher still use textbook-based technique and reading aloud from book when teaching English. They tend to be passive and merely listen to the teacher. The teacher control most of the activities and use minimum media to support the teaching of speaking. As a result, the students are reluctant to speak in the classroom and the situation of teaching and learning seemed passive. This condition led to the majority of the students could not achieve passing score which was 70 (teacher's interview result on 11th-13th March 2019).

Considering those problems above, the researcher proposes to the English teacher in applying an appropriate strategy in speaking class. One of strategies for the students to speak up in the classroom activities is by using media. In addition, the media can make the students interesting to speak English in the classroom. One of the media can be uses by teacher is video. Video itself can help teacher in explaining the material. Besides that, video can be gotten by buying in a store or by downloading it from You-Tube. Teaching speaking is a process in learning English that demand the ability to create communication in a second language clearly and efficiently. Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. In video, the learners not only listens the sounds but also watch the images.

There are some advantages for using video in teaching speaking. Stoller in Stempleski (1992) explain that using video as a stimulus for classroom communication usually involves students' interaction in pairs and groups, then, manipulation of the television technology can create an information gap that the learners must fill. The video can generate the new ideas and engaging in real - communication. It means the use video in classroom can facilitate students to perform their speaking. Based on the explanation above, the researcher formulated the question as follow: is there any improvement using Documentary Video in teaching speaking report text to the second grade students of Senior High school 08 Banda Aceh?

2.   LITERATURE REVIEW
2.1   The Nature of Speaking

Cameron (2001) speaking is the active use of language to express meaning so that other people can make sense of them. In other words a speaker needs to find appropriate words and grammatically correct to convey meaning accurately. There are five elements of speaking according to Brown (2004, p.127). They are grammar, vocabulary, comprehension, fluency, and pronunciation. First is accuracy. Accuracy is how student focused on minimizing in speaking. According to Folse (2006, p. 30) accuracy focused on how well linguistic correctness used in an assignment. Accuracy means mastered the language. Second is grammar. Grammar is how student focus on tenses or rule while speaking in same ways to transferring information to others. Brown (2000, p.362), grammar is a system of conventional rules governing arrangement and a relation of words in a sentence. It is a crucial part in grading the students' speaking skill since he students need to arrange a correct sentence in conversation.

Third is vocabulary. Vocabulary is one of the language aspects which very important in any language learning including speaking. Crystal (1993) states grammar is how words with the rules transforming and become sentences. For the reason of that, focusing on accuracy is imperative because it can reduce errors in speaking. Fourth is comprehension. Comprehension is the understanding between speaker and listener that communicate in the same language as the best of communication. With a good communication, speaker and listener can clearly understand each other. Fifth is fluency. Fluency is the ability to talk freely without too much stopping or hesitating. In the same way, a student had no reluctances and control in sound volume. Because the main goal of teaching speaking is oral fluency. Harchegani et al., (2013, p, 568) state that fluency is the ability of students to speak fluently and accurately. Last is pronunciation. Pronunciation is the way how to pronounce the word or syllable. The correct pronunciation is the key in speaking because it determines the speaking. Wrong pronunciation might cause misunderstanding between the speaker and listener. It is in line with Nunan (2005, p, 112) who says that pronunciation is the sounds we make while speaking.

2.2   The Advantages of Documentary Video

In this study, Documentary videos seem to be helpful especially at tertiary level because learners can get extra information on academic subjects. However these commonly feature voice-overs, which can prove very difficult and even hinder comprehension (Flowerdew et al, 2005). Nonetheless documentaries and video lectures deal with much focused subject matter. They examine a single topic and their overall structure is generally the same: they present a case and explain it, support it with images, sounds, examples and even captions. These may be less difficult to understand than most news or films because their style is more sober, with standard phraseology and predictable language (Sherman, 2003)**.**

Brewster et al (2002, p.204) concludes some benefits of using videos for young learners into four aspects as follows: First is psychological aspect. Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning. Second is linguistic aspect. Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context

of language use so that the learning is more accessible and memorable. Third is cognitive aspect. Video can improve the students' curiosity and provide up-to-date information. It enables students to maximize their abilities to infer form context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning. And last is cultural aspect. From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural informationl.

2.3   Report Text

Report text is a text that describes the way things are with reference to a range of natural, man-made and social phenomena in our environment Gerot and Wignel in Agustien, et al, (2004). It presents information about something that is under discussion. In general, it is written after getting well observation. Report text is different from descriptive text which describes one particular or specific thing, person, or place, e.g. "My Cat".

3.   METHODS

The method uses in this research is an experimental research. It was chosen because the researcher want to prove whether the implementation of documentary video get positive impact on students' in speaking ability. This method is also effective to get the final result in this research, because the success of the treatment is determined by comparing pre-test and post-test. The population of this research is the second year students of SMAN 08 Banda Aceh. In this research, the researcher used purposive sampling. There are 6 classrooms for the second grade students. Each class consists of 28 to 31 students while the samples of this research being selected as an experimental class. To determine the sample, Researcher got the information about the lowest score from the English teacher.

In this research, the researcher needed various data that should be obtained from a number of students at SMAN 08 Banda Aceh. To collect the data, the researcher used a test as an instrument. The researcher gave pre-test, treatment, and post-test. Meanwhile, the instrument used to elicit the data in relation to students' speaking performance is an oral test. In this research, the researcher collected the data with three procedures. The researcher started with given pre-test, treatment and, post- test. The researcher took 5 meetings and it took about 80 minutes for each meeting. In the first meeting, the researcher gave pre-test about dialogue orally. The researcher gave three days of treatment to the students in experimental class. In the first treatment, the researcher started to show documentary video technique by using step in teaching speaking with the video and the Reseacher also explained about the topic. In the second treatment, the researcher showed the another videos and asked the students sit in pairs and practice speaking based on the documentary video they have watched. In the last treatment, the researcher asked the students perform it in front of the class. The last, the researcher gave post-test to the students to see their progress of students' speaking skills. To analize the data, the researcher used a statistical formula to collected the data. The components of the formula namely mean score, standard deviation, hypothesis testing, the range, the amount of interval class, the length of interval class and table of score distribution.

4.   RESULT AND DISCUSSION
4.1 Results

The researcher presented the research result by showing the data in the form of the table and figure whereas the analysis of data was calculated by suing some statistical procedures. The research was conducted for 28 students in the class XI-MIPA 3 at SMAN 08 Banda Aceh. The research began from 19th to 28th of November 2019. The researcher used a mobile phone to record the data and analyzed the data for pre-test and post-test. The result of students' pre-test and post-test score could be seen as follow:

The researcher gave pre-test for the students in the first meeting on October 19th, 2019 before applying animation videos technique to measure the students' ability in speaking skill. In the table below, the researcher presented the frequency distribution of pre-test score.

Table 4.1 the Frequency Distribution of Pre-Test

Score	Frequency (i)	Percentage
23-29	7	25%
30-36	5	18%
37-43	8	29%
44-50	3	11%
51-57	2	7%
58-64	3	11%

The researcher gave post-test to the students in the last meeting on November 28th, 2019 after applying animation videos technique. The researcher presented the frequency distribution of post-test score in the table below:

Table 4.2 The Frequency Distribution of Post-Test

Score	Frequency (i)	Percentage
39-46	6	21%
47-54	14	50%
55-62	3	11%
63-70	1	4%
71-78	2	7%
79-86	2	7%

The table shows the highest score in interval 79-86 was reached by two students, and the lowest score in interval 39-46 was gotten by six students. There were fourteen students obtained the scores in interval 47-54.

Mean score is an important part to measure the students' pre-test and post-test scores. The result showed that the mean score of pre-test was 239 and the mean score of post-test was 54. The difference between the mean was 15 from the

result, it can be concluded that the students' score of pre-test increased significantly after the researcher implemented in teaching speaking ability

4.2 Discussions

The objective of this study was intended to find out if using documentary video can give significant effect toward student's speaking ability in the second grade students at SMAN 8 Banda Aceh or not. The finding of this study shows that this research supported the alternative hypothesis it means the documentary video can improve students speaking ability in the classroom. The research result is consistent with the finding of (Sherman, 2003). The documentary video examines a single topic and their overall structure is generally the same: they present a case and explain it, support it with images, sounds, examples and even captions. These may be less difficult to understand than most news or films because their style is more sober, with standard phraseology and predictable language. It's related to the previous from this research, students often made some mistake but after they watched video and practices during treatment sessions, a number of students showed a satisfactory progress in certain aspects. For instance, in the pre-test, several students produced incorrect pronunciation and lack of vocabulary. After they had enough practice in the treatment sessions, they can face these problems more calm in the post-test. Meanwhile, some other students also made significant improvement in more than one aspect in speaking. It has been discussed by Sherman (2003) because of the features some kinds of videos are particularly useful for projects or the study of other subjects.

Furthermore, the researcher's expectation was to make all or at least more than half students exceed the passing scores. In fact, the teaching treatment was limited for two days since the researcher was only permitted by the school's principal to take over the class for four meetings including the days for the pre-test, two days of teaching treatment and the post-test. If the writer had more time in teaching, she believes that not only four students would be able to get the speaking score more than 70, but it will be more students.

Nevertheless, it is undeniable that this research had proven that documentary video had improved the students' speaking ability. As discussed by Morley (2001), there are two purposes of using documentary video in language learning which are linguistic purpose and informational purpose. The linguistic purpose is to provide advanced learners with opportunities for live practice in the four skills of language. The other purpose, informational, is to provide learners with up-to-date, relevant information about contemporary affairs besides Terantino (2011) claimed that watching documentary video via You Tube can help learner in the aspect of linguistics, motivation and also culture information. From previous literature review, it was found that the role of documentary is very important for learners and lecturers, as supplement materials besides textbooks in classroom

5.   CONCLUSION AND SUGGESTIONS

This study was conducted at SMA Negeri 8 Banda Aceh by involving 28 participants of the second grade students in XI IPA 3 class. The research deals with the use documentary video and teaching speaking. It aimed figuring out whether the use of video can improve students speaking achievement or not. Furthermore, from the result analysis of this research, it is proven that the students' speaking ability taught by documentary video was positively improved it seen by the result between of pre-test and post-test. The implementation of documentary video in

speaking class makes the learning activity become more interesting and enjoyable. Through documentary video, the students get some new knowledge and learn a few things about what is report text also the students can freely express themselves in speaking practice. In addition, it is fun and students know that enjoyment leads to a better learning.

6.   REFERENCES

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