

THE USE OF VIDEO CONVERSATION TO IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING SKILL AT TENTH GRADE STUDENTS' SMK BUDI UTAMA PANIMBANG

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ABSTRACT

The objective the research is to improve students' vocabulary mastery and speaking skill. This research was conducted at SMK Budi Utama Panimbang academic year 2017/2018 as the subject of the research. The subjects of this research were consisted of 22 students of tenth grade. The method in this study was classroom action research (CAR). It content two cycles in each cycle consists of planning, acting, observing and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then quantitative data were obtained from the students' vocabulary and speaking score of pretest and posttest and questionnaire.

Key words: Video conversation, vocabulary and speaking

INTRODUCTION

Speaking as the most instrument of communication is the most significant one in learning English because it is used to express an idea and wishes to other people orally. Most of students learning English in the classroom are always passively involved in the learning process. They mostly keep in the class. Luoma (2005:1) speaking skill is important part of the curriculum in language teaching. And this makes them important object of assessment as well.

Richards (2002:135) 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. There are some reasons for using video conversation in teaching speaking. First, video conversation includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and

vocabulary for students to practice. Third, video conversation shows the right situation of the conversation and the right body language of the speaker to the audience.

The fact that students' vocabulary mastery was still far from being satisfactory needed to be improved. The teaching and learning process of English should be improved and changed. There are other ways to learn vocabulary. According to Richard (2001: 40) vocabulary is one of the obvious components of language. He adds that vocabulary is the core component in language proficiency and provides much of the basis for how learners speak, listen, read, and write. It is the basic skill to know about the other skill of language.

THEORETICAL FRAMEWORK

Definition of Speaking

Speaking is as meaningful interaction people. Some applied linguistic analyses, especially ones that focus on linguistic features, it may at first sight seem to emphasis form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well. There are many definitions of speaking that have been proposed by some experts in language learning.

Cameron (2001: 11) says that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Harmer (2001:46) says that speaking happens when two people are communicating to each other. It is clear that the people have reasons to communicate, may be to say or express something. It

means that the speakers should be able to express their ideas, to interact with others and to process the information the moment they get it.

Based on the above the writer can conclude that speaking is a media to explore feeling and wish that is said by someone to the other people. That for speaking is necessary to study in classroom because students' speaking skill base on the principle of oral language.

Definition of Speaking Skill

Speaking skill is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face to face interaction, in real time, and interlocutor. For example about the pronunciation, accuracy and fluency the interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status interlocutor, his or her familiarity to the candidate and the personal characteristics of the interlocutor and candidate.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Luoma (2005:1) said speaking skill is important part of the curriculum in language teaching. And this makes them important object of assessment as well. Assessing speaking is challenging, however, because there are so many factor that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. And Harmer, (2007:343) states that Ability to speak in standard way might be considered advantageous by some of those whose home language is a distinctly local form of a speech if their vocations require them to work in districts remote from the speech of home locality, they would not be hampered by speaking in a manner differing considerably from the speech of those around them.

Based on some definitions above, it can be concluded that speaking skill is important in communication. Speaking itself can be said as the skill to use the

language to express meanings in order to transfer or to get knowledge and information from other people without neglecting language accuracy.

Elements of Speaking

According to Harmer, (2007:343) there are elements of speaking.

a) Different Speaking Event

According to Harmer (2007:343) “Scott Thornbury suggests various dimension of different speaking event in order to describe different speaking in order to describe different speaking genres. For example we can make a distinction between transactional and interpersonal function.” the writer can conclude that “different speaking event it gives the information the audience of a particular social problem and calls for action to solving the problems.

b) Conversational Strategies

Harmer, (2007:343) “when we discussed structuring discourse we said that successful face-to-face interaction dependent on a knowledge (and successful execution) of turn taking furthermore speaker use various discourse marker to buy time (*ummm... well...you know...*) to start a turn (*well... I'd just like to say...*) or to mark the beginning or to mark the beginning or the end of a segment (*right...now...anyway...*).”

From the definition above, the writer can conclude that conversational strategies are concerned with the strategies used by speaker to listener and their conversational procedure.

c) Students and Speaking

According to Harmer, (2007:345) “getting student to speak in class can sometime be extremely easy, in a good class atmosphere, students who get on which other, and whose English is at appropriate level, will open participate freely and enthusiastically if we give the them a suitable topic and task.”

Based on the definition previously, the writer can conclude that “the problem can occur more often than any of these. It is the natural of the students to speak.”

d) Classroom Speaking Activities

If this approach is used in classroom activities, then it will be very useful for learner because in many classes language is taught as to pass examination only, so

this approach enables students to develop communicative ability which is very important activity of life. According to Harmer, (2007:343) “many classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum there are number of widely use categories of speaking activity, and we will start by looking at them before going on to specific speaking example.”

Based on the above the writer can conclude that classroom speaking activities is very important for pronunciation and speaking as well as providing a change of activity to keep students interested. It means that students are able to communicate oral language which is implemented in the daily life context. From the quotation above, the purpose of teaching English in Vocational School is the skill of communication. A teacher of English subject has to make speaking class that gives more chance for students to communicate. Teacher can link the lesson with students’ daily problems and give materials relate on how to solve the problems. It is also good if students can learn moral values from the lesson that will be used in their daily life. The important thing for the teacher is to give the students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

e) Types of Classroom Speaking Performance

Different speaking activities such as conversations, group discussions, speeches make different kinds of demand on learners. They require different kinds and levels of preparation and support and different criteria have to be used in assessing how well students carry them out. Before teaching speaking, it is important for the teacher to know what the students will do in a speaking class.

There are six categories applied to the kinds of oral production that students are expected to carry out in the classroom; they are imitative, intensive, responsive, transactional, interpersonal, and extensive Brown (2000:271) says the explanation of those categories is given below:

1) Imitative

Imitating is for focusing on some particular element of language form rather than for the purpose of meaningful interaction. Drills offer students an opportunity

to listen and to orally repeat certain strings of language that may pose some linguistic problems.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or pair work activity.

3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining and sustaining social relationship than for transmission and information.

6) Extensive (monologue)

Monologues can be in the form of oral report, summary, or perhaps short speeches. Those types of speaking performance help teachers in deciding what to do in speaking classroom. These categories also help teachers identify students' speaking level and give them appropriate materials based on their level. The teacher can use them in designing tasks for assessing speaking. The teachers can also consider one of the categories above to be assessed.

f) Assessing Students' Speaking Skill

Assessing speaking is a challenging task as there are many factors that influence our impression of how well someone can speak a language and because we expect test scores to be accurate. In most language course testing takes place at the beginning and at the end of the course as well as during the course. Setting and marking a written test of grammar is relatively easy and time-efficient but a speaking test is not. Luoma, (2005:4) said that assessing speaking is a process with many stages, at each stage, people act and interact to produce something for the next stage, while the assessment developers are the key players in the speaking

assessment cycle, the examinees, interlocutors, raters and score users also have a role to play in the activities.

Considering those approaches of speaking test above, the combination of analytic scoring and rating scale will be suitable to assess speaking skills in this research. The criteria of assessment may involve grammar, vocabulary, fluency, pronunciation, and interactive communication. The rating scale can be used to assess each criterion so that the score can represent students' strengths and weaknesses in each criterion.

Vocabulary

Definition of Vocabulary

Vocabulary is all the words which exist in a particular language. Vocabulary functions as a cornerstone without which any language could not exist. The word "vocabulary" generally represents a summary of words or their combinations in a particular language. According to Richard (2001: 40) vocabulary is one of the obvious components of language. He adds that vocabulary is the core component in language proficiency and provides much of the basis for how learners speak, listen, read, and write. It is the basic skill to know about the other skill of language. Brown, (2001:91). They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations.

Based on the theories above, it can be concluded that vocabulary is all words used in a particular language. Language is consisted of words to make it meaningful. Vocabulary mastery is really important since it could be defined as the parameter of how people master the language. Vocabulary mastery is very significant for the students, especially in mastering a foreign language. This research will take grade tenth students of SMK Budi Utama Panimbang as the subject and the English vocabulary mastery as the topic of the research. Vocabulary in this research is limited into set of English words that should be taught in terms of public places and occupations.

Kinds of Vocabulary

In relation to kinds of vocabulary, Nation (2008: 13-14) states that there are four kinds of vocabulary in a text, as follows:

1) High frequency words:

These are almost 80% of the words in the text.

2) Academic words:

These words make up about 9% of the running words in the text.

3) Technical words:

These words make up about 5% of the running words in text.

4) Low frequency words:

These are the words of moderate frequency that did not manage to get into high frequency list. These words make up about 5% of the words in an academic text.

Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Learning Vocabulary

Vocabulary mastery is an important thing in order to master four major skills in English. Vocabulary is the basic knowledge to be able to master English. Wilkins in Thornbury (2002: 13) “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Learning vocabulary does not only occur in one time of learning. In vocabulary learning, until one certainly knows a word it requires meeting it more than one time and one circumstance. Lightbown and Spada (2006: 100) said that learners usually need to encounter a word many times in order to learn it well enough to recognize it in new context or produce it in their own speaking and writing.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary. Thornbury (2002: 2) adds that the condition should help learners to acquire a

critical mass of words to use in both understanding and producing language. In addition, it will enable them to remember word over time and be able to recall them readily.

RESEARCH METHODOLOGY

This research study used the classroom action research. Action research is regarded as a research which aims at identifying problematic situation and finding a deliberate way of solution to bring about changes and better improvements for the problems (Burns, 2010: 2). It means that before implementing the action research, the researcher needs to find any problems real found in the classroom and bring some changes after conducting the research. The objective of this classroom action research is to find a way of improving the vocabulary mastery of the class X TKJ B students of SMKS Budi Utama Panimbang.

According to Burns (2010:5), Action Research is also a reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. This action research will conduct collaboratively with the school headmaster, the school management, the classroom teacher, the English teacher, and the students of X TKJ B of SMKS Budi Utama Panimbang. It will be performed by the researcher himself with the help of the collaborators. There are two collaborators who cooperate with the researcher in implementing the actions of the research. The first collaborator is the in interpreting the data. This research involved two cycles in the researcher's colleague who helps in observing the implementation of the action in the classroom and the second collaborator is the English teacher of the class who helps implementation.

The Time and Place of the Research

Place

The research will conduct at class XB TKJ of SMKS Budi Utama Panimbang. This school is located in Panimbang. The school had three grades, with 3 classes for grade X, 2 classes for grade XI and 3 classes for XII grade. This school was completed with a library, teacher's office, headmaster office, a mosque, a meeting

room, a school health unit, canteens, toilets, basketball field, Futsal field and volleyball field.

Time

This action research was started with an observation on 17st April 2018. The observation was conducted to identify the problems in the teaching and learning process in Class X B of SMK Budi Utama Panimbang. There were two cycles in this research with three meetings on each cycle. The first cycle was conducted on 19th, 24th, and 26th April 2018, while the second cycle was on 3nd, 8th, and 9th Mei 2018. There are also pre-test and post-test to assess the students' speaking skills. The pre-test was done on 16th April 2018 and the post-test was on 17th Mei 2018.

Participants of the Research

The main subjects of this research are the students of class XB TKJ of SMKS Budi Utama Panimbang in the academic year of 2017/2018. There are 23 students in the classroom, consisting of 11 male students and 12 female students.

Setting of the Research

Types of The Data

The data obtained from the research are classified into two. They are qualitative and quantitative data. The qualitative data are in the forms of the transcripts of the interview, observation checklists, field notes and the photographs. Such kinds of data will collect through class observation and interview. Furthermore, the quantitative data are obtained from the vocabulary tests gives to students during the research. The vocabulary tests are in the forms of the pre-test conduct before the implementation of speaking in the learning and the post-test after the implementation of speaking in the learning.

1.1.1 Data Collection Techniques

As it is stated before, the qualitative data in this research are obtained through observations and interviews and the quantitative data are obtained through tests.

a) Classroom Observation

The classroom observation conducted before the implementation of the research to get information about the students' and teacher's behavior during the teaching and learning process of English in the classroom. Moreover, the first

collaborator also conducted classroom observations during the implementation of the research when the researcher replaced the English teacher to teach in the classroom. The first collaborator observed and monitored the students' behavior during the research.

b) Interview

The interview is first conducted with the English teacher to find out about the problems occurred during the English teaching and learning process in the classroom. Furthermore, the students' are also interviewed to know what the students' felt and their opinion about the implementation of the research. The interview is also conducted to find out the collaborator's opinion and the obstacles found during the research. Other than that, it is done to look after the students' progress and to look for solution and suggestion for the next action.

c) Taking Photograph

During the implementation of the research, the researcher and the collaborator was taking pictures of the students' activities as well as the actions happen in the teaching and learning process. The photographs can be supporting data to this research.

d) Tests

The pre-test conducted before the research to get information about the students' level and score of vocabulary mastery. It could also tell about the students' problems in learning the vocabulary. After the research is implemented, there is the post-test. It is conducted to find out if the implementation of the research brought progress to students' vocabulary learning by comparing the score of the pre-test and post-test.

The Instruments of The Data Collection

In this research, there are several instruments used in documenting the teaching and learning process. They were:

a) Interview Guidelines

Interview guidelines are made to help the researcher to do the interview in a sequenced order. It will help the researcher to prepare the important questions and

to avoid unnecessary points. In addition, it will help the researcher to explore the collaborator's and students' view point towards the action.

b) Observation Checklists

Observation checklists are used to remind the researcher to stick to the plan. It is needed to make sure that the research went well as what has been planned before. Moreover, the checklists are using to monitor the students' behavior and the overall classroom condition in every meeting. It will be required because the data in every meeting needed to be compared. The observation checklists are used to decide whether there are any improvements or not and whether the improvements are significant or not.

c) Vocabulary Tests

These vocabulary tests was consisted of a pre-test and a post-test. The pre-test gave to the students before the implementation of the action, while the post-test gave after the implementation of the action. The tests are both in the form of multiple choices. The tests are used to measure students' achievement and progress in their vocabulary mastery.

d) Speaking test

Speaking skill will collect by conduct the oral pretest and posttest for each student. Then the test record and scoring the criteria adapted from Brown (2001: 406-407) as what can be seen as appendices.

2. FINDINGS AND DISCUSSION

Interpretation of the Data

The result of the research through video conversation technique indicated that there was an improvement in students' vocabulary and motivated the students to speak. From 18.1% of vocabulary mastery score and 22.7% of speaking skill score in the preliminary study to 72.7% of vocabulary mastery score and 81.8% of speaking skill score in the second cycle. The implementation of video conversation technique gradually improved students' vocabulary and speaking.

Furthermore, the interview implied that video conversation technique was a suitable technique to retain and keep the students vocabulary and speaking. The

use video conversation could be alternative technique in teaching vocabulary and speaking.

Some points that can be concluded from the research is video conversation technique (1) stimulates the students to memorize and retain their vocabulary and speaking easily and enjoyed the class activities. (2) improved students' achievement and motivation and (3) produce of a fun English class, and (4) given a good influence to their four language skills.

These data can be concluded that video conversation motivates the students to study English vocabulary and speaking. In addition, the analysis of the data showed that there was a significant differenced of students achievement in the pretest and posttest. This is proved in cycle 2 students' ability in retaining students' vocabulary and speaking through video conversation has shown the target is hoped.

Here, the researcher describes the result of classroom action research in every cycle on the table below:

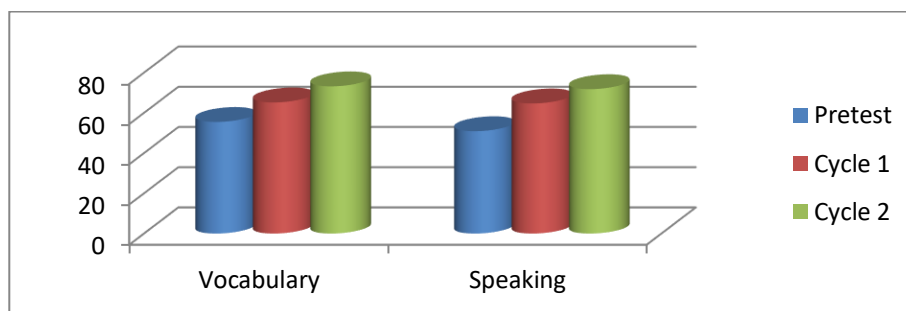
Table 1
Data of research result vocabulary mastery

No	Test activities	Average	Percentage
1	Pretest	55.5	36.3%
2	Posttest 1	65.2	68.1%
3	Posttest 2	73.2	86.6%

Table 2
Data of research result speaking skill

No	Test activities	Average	Percentage
1	Pretest	50.9	27.2%
2	Posttest 1	64.7	63.6%
3	Posttest 2	71.8	81.8%

Figure 1 the Students' Achievement in Vocabulary and Speaking Score



Discussion

This part covers the discussion of the teaching vocabulary and speaking through video conversation, the discussion is based on how video conversation can retain students' vocabulary and speaking skill.

Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and increasing students' awareness of particular language points or other aspects of communication. In general, the speaking teaching and learning process conducted by the researcher was running well. The students could follow all the activities given and they were very enthusiastic in joining the activities. In conclusion, the objective of this research was successfully achieved through the use of videos Sinta (2015:113).

In line with this, Harmer (2001: 284) mentions that there are many advantages in using videos in the teaching and learning process such as seeing language-in-use. It means that the students do not just hear the language but they can also see it. They can understand the general meaning of language used that are conveyed through expressions, gesture, and other visual clues. The second advantage is motivation. The students will be interested when they have a chance to see language in use as hear it and it will be better if this is combined with communicative tasks.

This finding of the research proved that video conversation can retain students' vocabulary and speaking. It can be seen from the improvement of the students score. The students' average score of pretest of vocabulary mastery was

55.5 or 36.3% and speaking skill was 50.9 or 27.2%. After the use video conversation technique, the average score of posttest 1 cycle 1 of vocabulary mastery was 65.2 or 68.1% and speaking skill was 64.7 or 63.6%. Then the researcher continued to the second cycle with the average of posttest 2 of vocabulary mastery was 73.2 or 86.3% and speaking skill were 71.8 or 81.8% passed *the minimum mastery criterion (65)* as the criterion of success determined. Besides, improving the students' score, the use video conversation got positive response from students in their teaching and learning process of vocabulary and speaking.

CONCLUSION

After conducting classroom action research at tenth grade of SMK Budi Utama Panimbang academic year 2017/2018. As stated in the previous chapter, that the implementation of all actions was successful and made positive changes in the teaching and learning process they are elaborated as follows.

1. The use of video conversation as the main media gave the students an appropriate speaking model to help them in learning speaking. They could watch and listen to some expressions used by the speaker clearly. Moreover, the use of video could attract the students' attention and motivation in the teaching and learning process. Therefore, they could focus on learning the expressions interestingly. The use of video made the classroom atmosphere more enjoyable and led the students to speak English.
2. Applying vocabulary practice in the opening of the lesson helped the students to enrich their vocabulary. The activity of finding Indonesian equivalents of some new words was useful for the students since the list of those words were used by the speaker in the video and could be used in the next activities.
3. Giving feedback on the students' speaking performances could help the students improve their vocabulary and speaking. However, not all the students could produce pronunciation utterance or sentence perfectly. Therefore, they still needed more practice and exercises.

Based on the above, it can be concluded that video conversation technique can improve the students' vocabulary mastery and speaking skill. It can help students to memorize and keep their vocabulary to improve speaking skill. It can be proved from the following facts:

First, related to the students' vocabulary mastery there were 86.3% and speaking skill were 81.8% which passed *the minimum mastery criterion (65)* with the improvement of students' vocabulary mastery mean score from pretest to the posttest of the second cycle was 50% and speaking skill was 54.6%. In the pretest, there were only 8 students' vocabulary mastery and 6 students' speaking skill which passed the minimum mastery criterion (65). Meanwhile, in the post test of cycle 1 of vocabulary mastery there were 15 students passed the minimum mastery criterion or 68.1% and speaking skill were 14 students passed the minimum mastery criterion or 63.6%. Next in the result of posttest in the cycle 2 for students' vocabulary mastery there gained 19 or 86.3% and speaking skill there gained 18 or 81.8% students who passed the minimum mastery criterion (65) in which their mean score of vocabulary test derived 86.3 and speaking test derived 81.8. So, it achieved the criteria of success.

Second, the questionnaire result showed that the implementation of this technique got positive responses from the students in teaching and learning processes of video. It could be seen from the mean of pre questionnaire was 40.8%. Then, the mean of post questionnaire was 81.3%. It improved 40.5%.

Third, the data from the observation showed that the students were more active and participated in the teaching and learning process. It could be seen from the improvements of the students' score in the teaching and learning process for each meeting. **The last**, the result of interview with the English teacher showed that the teacher gave positive responses after the implementation of video conversation in teaching and learning since it could be an alternative technique to be used in teaching vocabulary and speaking.

In conclusion, this research was successful in improving the students' vocabulary mastery and speaking skill by using video conversation. In addition, the students were more active and participated in the teaching and learning process of

vocabulary mastery and speaking skill. Therefore, video conversation can be alternative strategy for teacher in teaching vocabulary and speaking.

Suggestion

There are some suggestions to offer to the English teacher and the other researchers based on the research findings.

1. For the English Teacher
 - a. Video conversation technique is effective to improve students' vocabulary mastery and speaking skill.
 - b. Video conversation can be the alternative to overcome students bored.
 - c. This technique or strategy is suggested to the English teacher or other researcher who want to conduct in similar research or study.
 - d. The last, the research hopes the result of the research can be used as an additional reference there will be a further research with different discussion which can make a revision within development of this video conversation.

2. For Other Researchers

To other researchers who want to conduct the same research, there are some factors that should be considered in using videos in the English teaching and learning process.

- a. It is necessary to find the videos which are suitable with the core competences, basic competences, and also the students' proficiency level.
- b. The researchers should be more creative in using various video teaching techniques and designing other activities so that the students have more opportunity to speak in interesting way.
- c. The last, it is important to make sure that all of the equipment to show the video work well before playing it.

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