JELE

Journal ofEnglish Languageand Education

Editorial Team

PREFACE

The challenges in the educational field trigger the researchers in the attempt of improving the education quality in Indonesia particularly, dealing with the methods and media used as well as the sources. *Journal of English Language and Education (JELE) Vol.2, No.1* provides articles which share ideas that hopefully they can give contribution to the education betterment by its new findings. This journal contains seven articles corcerning on English language teaching and literature. They are categorized into content analysis, English syllabus, English literature, and techniques to teach English that aims to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the idea towards this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, June 2016

Editor

DAFTAR ISI

Halaman

IMPROVING STUDENTS' SPEAKING SKILL
BY USING THEIR SPOKEN AUDIO RECORDING
IN THE MIDDLE SCHOOL

Kristanto Wahyu Widyawan[1], Elysa Hartati[2]
[12]English Education Department, Faculty of Teacher Training and Education
Mercu Buana University of Yogyakarta
[1]kristantowahyuwidyawan@gmail.com
[2]hartatielysa@gmail.com

Abstract

The background of the study was based on phenomenon at the eighth grade students of SMP Bopkri Godean. Some of them were still too shy or even discourage to speak in English because they did not have enough idea of what to speak. It used their own audio voice recording in teaching English speaking to activate students' ability in speaking English. So they will have something to speak. It will give positive outcome toward the problem. This was a classroom action research. The object of this study is the eighth class students of SMP Bopkri Godean. The methods of collecting data were using test and observation. The result of this study showed that in the pre cycle, the students' average score was 41.96. In the first cycle, the students' average score was 60.93. It means that there was a progress of students' achievement after being taught by using their spoken audio recording. In the second cycle, the students' average score was 75.93. Using their audio recording we were able to improve the students' speaking ability because they became easier to express what they are going to say based on the prompt from us.

Keywords*:* teaching speaking, audio recording, classroom action research

INTRODUCTION

In this globalization era, we need regular communication across nations in all over the world. As the international language, English also plays an important role in our life. Many researches show that Indonesian students commonly have not attained a good spoken English skill. For example, Mukminatien (1999) found that English department students have a large numbers of errors when practicing speaking.

In teaching and learning process, media are needed to improve the students' ability. From the era of teaching, there are conventional method and contemporary method. To distinguish between the conventional methods with contemporary methods can be seen in terms of planning, process, product, and evaluation of teaching.

Judging from the planning of teaching, conventional methods make less creative teaching condition which means making the conventional preparation is usually in the form of written in preparation for teaching speaking. The modern teaching approaches must be oriented to students, and not to the material. In contemporary approach, which is oriented approach to students, the preparation of teaching by teachers should not be hostage by the busyness of preparing the material, preparing material that is less lived, acceptable, and interesting for the students. From the teaching process, conventional methods usually make the student not active but passive. From the product or output point

of view, the conventional ways, the media are the teachers, and it will produce products that the material is just to be memorized.

METHOD

This study required Classroom Action Research (CAR) involving a process of self-monitoring that generally includes planning, acting, observing, and reflecting an issue or problem to improve practice. Wallace (1991: 56-7) stated that action research should result immediately, it should be specific results, it has the relation with the activities, and it can be a good reference for teachers. Mills (2003:1) also stated that teacher could collect information about the suitable method to teach in particular schools, and able to apply how the teachers teach and how the students learn.

We chose SMP Bopkri Godean since the English teaching-learning at this school was still conventionally presented with oral exercises by the school teachers. They were not supported by contemporary media such as gadgets, audio recorder, Compact Disk, etc. As a result, the students could not do self-assessment or self-evaluation of their speaking production as well as the teacher. He cannot assess or evaluate the students' speaking failure accurately, the students were getting bored with the conventional or old teaching aid, it was hard for the students to imitate the recorded utterances of a native speaker than the teacher, and it was hard for the teacher to assess the students' work in the form of written dialogue when teaching speaking.

According to Hopkins (2008:104), there are many ways in collecting data. They are field note, audiotape recording, interview, digital camera, questioner, and documents. The collecting data of this study was conducted in the form of spoken tests of pre-test, post-test of cycle 1, and post-test of cycle 2, and questionnaire.

In this study, we used quantitative data in interpreting the results of pre-test, post-test, and the affective test. The result of pre-test and post-test were taken from the tests given. They were scored as follows:

a. Student's score (Nurgiyantoro, 2004 : 307)

It was used to find out each student's score. There were five categories to be measured. Each category reached the score of 4 as the maximum score. If the students could get the ideal score, they would get 20 as the maximum score. The formula of scoring can be seen below:

$$Each\ student's\ score = \frac{Total\ score}{Maximum\ score} x100$$

Example: If student A gets total score of 8, so the final score will be:

$$\frac{Total\ score}{Maximum\ score} x100 = \frac{8}{20} x100 = 40$$

b. Average score (Hadi, 2004 : 41)

The scores show whether or not learning through the students' spoken audio recording is improving their speaking skill. Here is the formula used by we:

$$M = \frac{\sum X}{N}$$

M : Average

$\sum X$: Total score

N : The population of the participant

c. Speaking scoring rubric (Nurgiyantoro, 2009)

In analyzing data, we conducted spoken tests. We recorded the students' spoken audio performance. In scoring the students' performances, there were five aspects had been scored. They are pronunciation, vocabulary, structure, fluency, and content. We chose these scoring criteria since it is suitable to score speaking skill ability. The scoring criteria can be described as follows:

Table 3. Aspects of Students' Score

No	Category	Score	Descriptions
I	Pronunciation	1	Incomprehensible or no response
		2	Many Phonetic erors: Very dificcult to perceive meaning
		3	Occasional phonemic erorrs, but generally comprehensible
		4	Phonemically accurate pronunciation throughtout
II	Vocabulary	1	Vocabulary inaccurate throughtout or no response
		2	Vocabulary usually inaccurate, escape for occasional correct word
		3	Minor lexical problems, but Vocabulary generally appropriate
		4	Consistenly use appropriate words during presentitation
III	Structure	1	Virtually no correct structure or no response
		2	Error of basic structure, but some phrase rendered correctly
		3	Generally accurate structure, occasional slight
		4	No error of morphology or syntax
IV	Fluency	1	Long pauses, utterances left unfinished, or no response
		2	Some definite stumbling, but manages to rephrase and continue
		3	Speech is generally natural and continues occasional slight stumbling or pauses at unnatural points in utterance
		4	Speech is natural and continuous; any pauses correspond to those which might be made by a native speaker
V	Content	1	Incomprehensible,
		2	Some definite stumbling, but manages to rephrase and continue
		3	Speech can be understood generally
		4	Totally comprehensible

d. Questionnaire Score (Bloom, 1971)

We used Affective Objective Evaluation for the questionnaire. It obtains a direct measure of attitude by asking the students to rate an interest of an object. There were three measurement steps as follows:

1. Measurement preparation (variable dimension, indicators for each variable dimension, descriptors for each indicator, and questions for each descriptor).

2. Measurement

We distributed the questionnaire to the students in class.

3. Scoring

It was used to find out each student's score. If the students could get the ideal score, they would get 10 as the maximum score. The formula of scoring can be seen below:

$$\text{Each student's score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

Example: If student A gets total score of 8, so the final score will be:

$$\frac{\text{Total score}}{\text{Maximum score}} x100 = \frac{8}{10} x100 = 80$$

Table 3.2

Quesionaire Scoring

Question number	Answer	Score
1	Ya	1
2	Ya	1
3	Ya	1
4	Ya	1
5	Ya	1
6	Ya	1
7	Ya	1
8	Tidak	1
9	Ya	1
10	Ya	1

There are four research procedure steps in conducting the study. They are planning, action, observation, and reflective (Kemmis and Mc Taggart, cited in Arikunto, 2002:84).

FINDINGS AND DISCUSSION

We conducted two cycles to improve the students' speaking skill. Each of cycle was done by doing test. Based on the data , when we compared to the first cycle result, there was an improvement on the students' speaking skill. The total score of post-test cycle 1 was 975, the average score was 60.93, and the average score in percentage was 60.93%. The total score of post-test cycle 2 was 1215, the average score was 75.93, and the average score in percentage was 75.93%. The result of post-test cycle 2 was 15% higher than the result of post-test cycle 1. In this second cycle, the students showed better improvement. They had less phonetic and phonemic errors, used more appropriate words, had less errors of morphology or syntax, spoke more natural, and they were also have better comprehensible speech. The class activity in the second cycle was also more conducive than in the first cycle. They also had more self-confident when delivering speech during the recording session in cycle 2. By observing the average score that already reached the *KKM* of 70, we decided to finish and would not give another cycle.

Here is the key for scoring the students' motivation (Fishben & Ajzen, 1979):

These are the results of the pre-test, post-test cycle 1, and post-test cycle 2:

1. The result of the students' average score in pre-test cycle one is:

$$M = \frac{\sum X}{N} = \frac{665}{16} = 41.56$$

2. The result of the students' average score in post-test cycle one is:

$$M - \frac{\sum X}{N}x - \frac{975}{16} - 60.93$$

3. The result of the students' average score in post-test cycle two is:

$$M = \frac{\sum X}{N} = \frac{1215}{16} = 75.93$$

The progress of students' score in each cycle can be seen on this chart below:
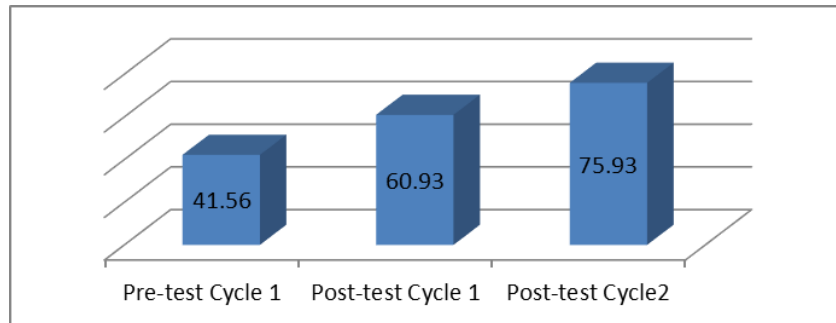
Figure 1. Chart of the students' score

Based on chart, it can be seen that the teaching and learning process using the students' spoken audio recording was an effective way to improve their speaking skill. The pre-test of cycle 1 was 41.56, post-test cycle 1 was 60.93, and the post-test of cycle 2 was 75.93. The progress of students' improvement score can be seen on this chart below:
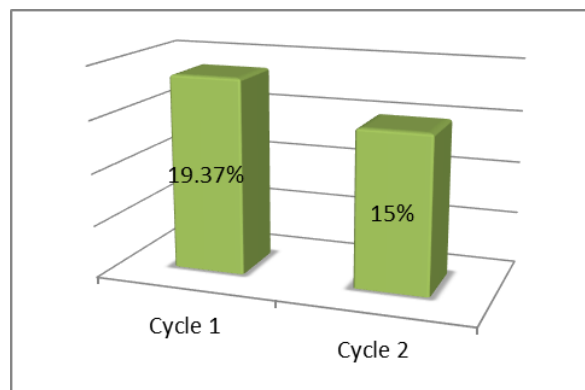
Figure 2. Chart of the students' improvement

Besides conducting two cycles to see the improvement of the students' interest in using their spoken audio recording, it was also needed to see whether or not the students were interested with the media. We used Affective Objective Evaluation to obtain a direct measure of attitude by asking the students to rate an interest of an object (Bloom, 1971).

Based on the result of the questioner, the average score of the students' interests in learning speaking through their spoken audio recording in percentage was 56.25%. We interpreted that the students were interested in learning speaking through their spoken audio recording.

CONCLUSION

Based on the result of data calculation on the previous chapter, the conclusion can be explained as follow. First, it was about the students' activity in speaking learning process by using their spoken audio recording at the eighth grade students' of SMP Bopkri Godean. In the beginning, the students' speaking skills were very low. They had less motivated to speak in English fluently. They were too shy in expressing their feeling in English. They were also afraid of making mistakes in their language production, but after being taught by their spoken audio recording, the students' speaking skills were improved. In the end of the cycles, the students' average score in percentage was 75.93%. It means that there was a progress of using their spoken audio recording in teaching speaking, and because the result was higher than *KKM* of 70, so we decided to finish the cycles.

Second, it was about the students' interest in learning speaking by using their spoken audio recording at the eighth grade students' of SMP Bopkri Godean. The result of the students' interest in learning speaking by using their spoken audio recording was 56.25%. We interpreted that the students were

interested in learning speaking through their spoken audio recording. This result showed that by using the students' spoken audio recording could be used as the media to teach speaking especially for the eighth grade students of SMP Bopkri Godean. By considering that, the appropriate spoken language content must be based on the target language will be learned.

This research findings are recommended for those who will conduct a research related to the spoken audio recording as teaching media. If the students have a social network group on the internet, the next researcher can use it to discuss and share the students' spoken audio recording contents one another.

REFERENCES

Bloom, Benjamin.S. (1971). *Handbook on Formative and Summative Evaluation of Student Learning.* New York: Mc Graw Hil.

_____, Benjamin.S. (1971). *Human Characteristics and School Learning.* New York: Mc Graw Hil.

Fishben, Martin. & Ajzen Icek. (1979). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research.* Philippines: Addison-Wesley.

Hadi, Sutrisno. (2004). *Metodologi Riset*, Jilid 2. Yogyakarta: Fakultas Psikologi UGM.

Hopkins, D. (2008). *A Teacher's Guide to Classroom Research*. Maidenhead: Open University Press.

Kashdan, Sylvie (2006). *Using an Audio Recorder in Lessons for New English Learners Who are Blind or Have Low Vision*. Workshop document, Kaizen

Program for New English Learners with Visual Limitations; Seattle, U.S.A. Available at http:// http://www.tesol.org. [Accessed on April 15th 2015].

Lebrun, Marcel. (1999). *Quality Towards an Expected Harmony: Pedagogy and Innovation Speaking Together About Technology.* Louvain, Belgium: Université Catholique de Louvain (UCL).

Li-Ling, Christine. (1991). The Importance of Educational Media in Teaching. *Buletin of Social Education*, Volume 20, pp.61-88.

Mills, G. E. (2003). *Action Research: A Guide for the Teacher Researcher*. Upper Saddle River, New Jersey: Merrill / Prentice Hall.

Minh, N. Ngoc Nhat. (2012). Recording Technique: Possible Applications in Teaching and Learning Speaking Skills for EFL Learners. *Journal of Science,* Thành phố Huế, Vietnam: Hue University.

Mukminatien, N. (1999). The problem of developing speaking skills: Limitations of second language acquisition in an EFL classroom. *English Language Education Journal*, 5(1), 1-10.

Nurgiyantoro, Burhan. 3rd edition. (2009). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarata: BPFE UGM, 2009.

Savignon, Sandra J. (1983). *Communicative Competence: Theory and Classroom Practice.* Massachusetts: Addison-Wesley.

Sukardi. (2009). *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.

Van Duzer, Carol. (1997). Improving ESL learners' listening skills: At the workplace andbeyond. Washington, DC: Project in Adult Immigrant Education and National Clearinghouse for ESL Literacy Education. *Center for Applied Linguistics.* Available at http://www.cal.org/caela/esl_resources/. [Accessed on April 15th 2015].

Wallace, M.J. (2000). *Action Research for Language Teachers*. New York: Cambridge University Press.

Widiati, Utami & Cahyono, Bambang. (2006). The Teaching of EFL Speaking in the Indonesian Context: The State Of The Art. *The Teaching of EFL Listening.* Malang: Malang State University.

NOTES FOR CONTRIBUTORS

Submisions are invited in the following categories:

Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font. Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

The article should be systematically arranged as follows: (a) title, (b) full name of the contributor with no academic title, institution and email address, (c) abstract (150-250 words), (d) keywords (5 words), (e) introduction covering the background, review of related literature, purpose and scope, (f) methods, (g) findings and discussion, (g) conclusion and suggestion, and (h) references.

All references cited should be listed alphabetically at the end of the article. Here are some examples.

Book:

Brown, H. D. (2000). *Principles of Language Learning and Technology*. (4ᵗʰed). New York: Pearson Education, Inc.

Journal Article with Continuous Paging:

Graham, S. and Sandmel, K. (2011). The process writing approach: A meta-analysis. *The Journal of Educational Research, 104*, 396-407.

Journal Article when each issue begins with p.1:

Amogne, D. (2013). Enhancing students" writing skills through the genre approach. *International Journal of English and Literature, 4*(5), 242-248.

Undergraduate Thesis, Thesis, Dissertation:

Qomarudin, A. (2010). Correlation between Extraversion Personality and English Writing Skill. *A Thesis*. Semarang: Diponegoro University.

Online Article:

Shillaw, J. The Application of Rasch Modelling to Yes/ No Vocabulary Tests. *[Online]* Retrieved from http://www.scan.ac.uk/cals/cals res/vlibrary/js96a.htm on 12 September 2005.

Contribution and correspondence on editorial matters should be addressed to editor"s address: English Education Study Program, Mercu Buana University of Yogyakarta, Jalan Wates Km. 10, Yogyakarta 55753, Phone (0274) 6498212 Fax (0274) 6498213, Email: jurnal.umby@gmail.com

*The editor reserves the right to compose the manuscript to fit the guidelines or returns it for repair, or rejects it.