

**THE IMPLEMENTATION OF DIRECT METHOD TO IMPROVE THE  
STUDENTS' SPEAKING ACHIVEMENT**

**SKRIPSI**

*Submitted in Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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*By*

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## **ABSTRACT**

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The research was aimed to find out the improvement on the direct method in teaching speaking achievement. This research was applied by using Classroom Action Research (CAR). It was done through planning, action, observation, and reflection. This research was conducted SMK N 1 Medan jalan Sindiro No.1 Medan. This subject of this research was all students in XII PM2 who consisted of 33 students. The researcher conducted two cycles in this research, there were three meetings in cycle 1 and 1 meeting in cycle 2. This research used quantitative and qualitative data. The quantitative data was showed that the mean score in cycle 1 was 61.54, the mean score in cycle 2 was 85.75. the students who got score more than 75 in cycle 1 was 12 student and the percentage was 36.36%, the students who got score more than 75 in cycle 2 was 33 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students' behaviour. Based on the results from quantitative and qualitative data proved that software adope flash improved the students' achievement in speaking.

***Keywords: Implementation, software adope flash, speaking achievement.***

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

In this era of high technology, learning media based technology is needed by the teachers. Learning media based technology is Interactive media. Interactive media is an innovation in education that has big contribution to change the learning process. (Heincich 2008: 205) stated that Interactive media is a multimedia learning that use computer as tool help learners to connect into the learning process. It meant that the teacher should use Interactive media as an interesting media. The use of Interactive media enable to support the students in better learning. Learning sources is not only limited in text book but also use computer so that it will easy and interest to learning process.

Mastering speaking is not easy. The main problem faced by the students of senior high school when they speak is the difficulty in composing the words or sentences. When they are speaking, they constantly estimate the listener, knowledge and assumption, in order to select the language that will be interpreted in accordance with our intended meaning.

Based on the curriculum 2013, Talley and Hui-ling (2014) observe that curriculum for teaching speaking skill should endeavor to expose learners to authentic, practical setting for speaking English and encourage active learner involment in the lesson. However in the real teaching learning process showed

that it was not same. ( Nascente, 2001, p.18 ) stated that teaching speaking become the main tasks for English teachers, and in order to provide the guidance to the teaching speaking of English moreover to develop competent speakers of English.

Based on the researcher experience in doing Teacher Practicing Program at SMK N 1 Medan at twelve grade, the researcher found some problems in teaching speaking skill that involved some factors namely students factor and teachers factor. First, it was the students factor. The students ability in speaking skill was still low and it was shown from the low speaking score . It was caused the students understanding in English learning is not active when the teacher asked them to speak English in front of the class.

Secondly, In teachers factor, the teacher did not use e-learning as the interest media. The teacher used the text book only and used the monotonous media by reading a long text in text book. It could make the students feel bored.

Cameron (2001) stated that speaking is the active use of language to express meaning so that other people can make sense of them. A speaker needs to find appropriate words and grammatically correct to convey meaning accurately. (Harmer Jeremy 2007), to teach speaking, by using multimedia in the classroom giving is a good way to teach the students how to speak well. The class becomes fun and the students join the class activity enjoyed.

Software Adope Flash is a multimedia authoring program that is used to create and design web application, games, video and animation. Gay (2012:4). Software Adope flash is a good media in teaching English. It was proven by the

previous research conducted in SMAN 1 Padang as stated in Journal 'Using Adope Flash Professional (interactive video) to Teaching English in Senior High School. Therefore, the as Software Adope flash a media was applied in SMA N 1 Padang motivates the researcher to apply it in this research.

Based on the explanation above, the researcher interested to conduct a research entitles “ *The Implementation of Direct Method To Improve the Students' Speaking Achievement.* ”

## **B. Identification of the Problem**

Based on the background of the problem above, the problem were identified as follow :

1. The students understanding in English learning is not active when the Teacher asked them to speak English in front of the class.
2. The teacher way of teaching is not supported by an attractive media.

## **C. Scope and Limitation**

The scope of this research was focus on speaking achievement and it was limited on teaching Oral and written text to initiate a surprising news or information by applying Software Adope Flash.

#### **D. The Formulation of the Problem**

The problems of this research was formulated as the follow:

Is there any improvement on speaking achievement by Direct Method assisted by media interactive in Grade 12 students of SMK N1 Medan?

#### **E. The Objective of the Study**

In accordance with the formulation of research problems above, the aims of this study is :

To investigate the improvement on speaking achievement by Direct Method assisted by media interactive in Grade 12 students of SMK N1 Medan.

#### **F. The Significances of the Study**

Theoretically, this research will give a lot of understanding about learning speaking by using Software Adope Flash, especially in Oral and written text to initiate a surprising news or information.

Practically, the research findings of the study are expected to be useful for:

##### 1 The teacher

It is expected that the research can give inspiration to the teachers of SMKN 1 Medan to make efforts in developing various teaching techniques. And for teachers expected this research can help teachers in teaching material on English subjects.

2. The students

Through the use media, they are expected to have good development in speaking skill. By using this application, they will feel happy to learn English since they are put in an enjoyable situation.

3. The reseacrher

For the authors hopefully get experiences of the world of work in the future especially in the field of education.

4. The other reseachers

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## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories were needed to explain some concepts in research concern. In this chapter, there were some important theories that used in this study. These important theories might be clear from the beginning in order to avoid misunderstanding between the researcher and the reader and both of them must have the same perception on the concept of this research. The reasearcher presented this chapter in order to strengthen this study. The theories were classified in the following:

##### **1. Teaching speaking**

Teaching (Brown 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It's mean that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning tasks.

Speaking has important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed.

There are many definitions of speaking that have been proposed by experts in language learning. Brown (2001: 267) states that when someone can speak a language it means that he / she can carry on a conversation. In addition, he states

that the standard of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with others language speakers.

Moreover, Richards and Renandya (2002: 204) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech.

Harmer (2001: 46) says that when it happens communicating to each other. It is clear that the people have a chance to communicate, may be to say or express something.

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.

### 1.1 Aspect of Speaking Skill

According to Brown ( 2007:172-173) there are several aspects that indicate students achievement in speaking such as teh following :

### 1. Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches, etc (Nunan 2003:55) speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of word that form a meaningful unit (phrases or clauses).

### 2. Grammatical of Range and Accuracy

This refers to how many structures the students have and how well they use them. Grammatical refers to the grammatical mastery in speaking. It is important because the language is a system that should be followed.

### 3. Pronunciation

At the beginning level, the goal teacher of teaching pronunciation. Furthermore at the advance level pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown (2001) states that there are some factors within learner that affect pronunciation. They are mentioned as follows:

#### a. Native language

It is clear enough that native language will become the most influential factors affecting learner's pronunciation. Moreover, the native language in this

case the learner's mother tongue usually brings a strong accent in their pronunciation style.

b. Age

The ranges of age can influence the success of the pronunciation mastery. Children under age puberty will have an excellent chance "sounding like native" if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a "foreign accent", attribute of age will have no longer advantage. Therefore, it is just a myth about belief that the "younger" the better in the learning language.

c. Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will have to build learners having good pronunciation practice.

d. Innate Phonetic Practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficulty in pronunciation that with some effort and concentration they can improve their competence.

e. Identify and language ego

If they want to be a success to achieve a goal of a study, learners need to have positive attitude toward the people who speak the language they want to acquired.

f. Motivation and concern for good pronunciation

Motivation will be a strongest factor that can bring learners to the successof study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

4. Vocabulary

Vocabulary become a very important part of language learning which can use to determine students can speak fluency or not. They can generate sentences in only by using wors so it is impossible to speak fluency without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak.

5. Comprehension

This refers to how good the students understand the meaning of something. The word „comprehension“ refers to the ability to make sense of something or to understand something. It can also be defined as the art of knowledge that is acquired through understanding. When the speaker say something, they must understand about information or massage that they say.

## 1.2 Teaching Speaking in Senior High School

English has been learned in any level of education in Indonesia, so has in senior high school. Based on the Government Regulation No. 19/2005 about the National Standard of Education, English is considered as a compulsory subject to be learned in senior high school. Moreover, English is also included as one of the subjects in National examination for senior high school. Thus, English is very important subject to be learned, not only to prepare the senior high school students to pass the National examination but also to go to higher levels of education.

Teaching speaking for Senior High School is not an easy job, because some students don't want they don't have self-confidence and they are not forced to express themselves to other people. Students must have high motivation to join speaking class. It can be seen from their behavior to have a great desire to accomplish their speaking task and achieve the task objective.

1. The students' reluctance to speak and take part in speaking activity, students are often reluctant to speak and take part in speak because they don't have self-confidence and they are not forced to express themselves.
2. Students have high motivation to join speaking class. It can be seen from their behavior to have a great desire to accomplish their speaking task and achieve the task objective.
3. Language is of an acceptable level. Learners express themselves in utterance that are relevant, easy comprehensible to teach other and acceptable level, of language accuracy. It means that the students are capable to build good interaction each other in sharing their idea and information.

### 1.3 Role of Teacher in the Speaking activities

Teacher is one of the actors in the classroom. Harmer (2001:275) give particular relevance of teacher's roles in the order to help students in speaking activities :

The first role is organizer. Organizer is one of the important roles that teacher should perform to organize students to do various activities.

The second role is assessor. One thing that students expected from their teacher is an indication whether they are getting English right or not. This is where the teacher has to act as an assessor, offering feedback and correlation, and grading them in various way.

Then, the teacher should be able to make the speaking class become active. For example teachers should be able to make the media for learning English more effective.

### 1.4 English Teaching in 2013 Curriculum for Senior High School

According to Wachidah (2013), the 2013 English Curriculum seems to be the reactions or connection of the previous curriculum and the reality that has happened. The reality shows that most High School learners can hardly use English in the real world even for simple purposes. It is also far below the nationally set standards of English Competence. A number of factors appear to account for the problems as the following :

1. Students learn pronunciation, word stressing, and intonation, yet these elements are severely ignored.

2. Students learn too many expressions, not activities.
3. Students learn English by activities, real texts, and using the language
4. Students are expected to learn English Interpersonal, Transactional, Functional communication.

Based on the many problems faced by students, the teachers becomes a major source of inspiration for the students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively.

The lesson now uses the 2013 curriculum that emphasizes on reasoning process and student creativity. In the 2013 curriculum there are several syntax that are often familiar with, namely Observing, Asking, Associating, Exploring, Communicating.

Learning curriculum 2013 can use the media of electronic aids such as creating adobe flash based media. K13's review can also be used with the help of online media such as blogs, websites, etc.

In the process of learning about Curriculum 2013 in School, the thing that the authors get is Curriculum 2013 is suitable with flash media.

## 2. Direct method

Direct Method is derived from Direct word which means direct. Direct method or direct model is a way of presenting foreign language subject matter in which the teacher directly uses the foreign language as the language of instruction, and without using the language of the students in teaching. If there is a

word that is difficult to understand by the students, then the teacher can interpret by using props, demonstrating, describing and others.

This method is based on the understanding that the teaching of a foreign language is not the same as teaching natural science. If teaching the science of certainty, students are required to memorize certain formulas, think, and remember, then in language teaching, students trained practice say certain words or sentences. Even if the words or phrases are originally still foreign and not understood students, but little by little words and sentences that will be spoken and can also mean.

The purpose of this method is to teach students, usually adults, to be able to talk with other languages in everyday life situations. From this idea developed direct methods as antithetical to grammar-translation approach.

In the teaching process always use the tools (props) either in the form of direct props, indirect (artificial objects) and demonstrations through symbols or certain movements After class, students or students are really conditioned to receive and talk- proficient in a foreign language, and prohibited from using other languages.

## 2.1 Characteristic of Direct Method

1. Grammar teaching of approach is inductive.
2. Spoke English language.
3. Effect of question answer session.
4. Concept of teaching and vocabulary.

## 5. Audio, Visual, Video materials

### 2.2 Procedure of Direct Method

1. Speaking aloud that other people can hear you.
2. Question answer session- the teacher asks questions of any type and the students answer.
3. Dictation- the teacher chooses a grade appropriate passage and reads it aloud.
5. Student self-correction- when a student makes a mistake the teacher offers him/her a second chance by giving a choice.
6. Conversation practice- the students are given opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction.
7. Language skills(reading,speaking,listening skills).

### 2.3 The Principle of Direct Method

1. Classroom was conducted exclusively in the target language;
2. Only everyday vocabulary and sentences were taught;
3. Communication skills has build in a carefully graded progress on organized around question and answer exchanges between teachers and students in small, intensive class;
4. Grammar was taught inductively;
5. New teaching points were introduced orally;

6. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas;
7. Both speech and listening comprehension were taught; and
8. Correct pronunciation and grammar were emphasized. (Richards and Rodgers, 2007: 9-10)

The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. Using on this method like native speaker. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstration, shows, actions, also mime.

In practice it stood for the following principles and procedures:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures, abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz schools:

1. Never translate: demonstrate
2. Never explain: act
3. Never make a speech: ask questions
4. Never imitate mistakes: correct
5. Never speak with single words: use sentences
6. Never speak too much: make students speak much
7. Never use the book: use your lesson plan
8. Never jump around: follow your plan
9. Never go too fast: keep the pace of the student
10. Never speak too slowly: speak normally
11. Never speak too quickly: speak naturally
12. Never speak too loudly: speak naturally
13. Never be impatient: take it easy

The Direct Method was quite successful in private language schools, such as those of the Berlitz chain, where paying clients had high motivation and the use of native-speaking teachers was the norm. But despite pressure from proponents of the method, it was difficult to implement in public secondary school education. It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom. In addition, it lacked a rigorous basis in

applied linguistic theory, and for this reason it was often criticized by the more academically based proponents of the Reform Movement. The Direct Method represented the product of enlightened amateurism. It was perceived to have several drawbacks. First, it required teachers who were native speakers or who had nativelike fluency in the foreign language. It was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method. Critics pointed out that strict adherence to Direct Method principles was often counterproductive, since teachers were required to go to great lengths to avoid using the native tongue, when sometimes a simple brief explanation in the student's native tongue would have been a more efficient route to comprehension.

Although the Direct Method enjoyed popularity in Europe, not everyone had embraced it enthusiastically. The British applied linguist Henry Sweet had recognized its limitations. It offered innovations at the level of teaching procedures but lacked a thorough methodological basis. Its main focus was on the exclusive use of the target language in the classroom, but it failed to address many issues that Sweet thought more basic. Sweet and other applied linguists argued for the development of sound methodological principles that could serve as the basis for teaching techniques.

#### 2.4 Strategies Using Direct Method

This method often develops around a set of images and videos depicting life in countries in countries with target languages. From the beginning, students

are taught, and must respond in the target language. In addition to images and videos that are reality and simple actions frequently asked questions based on the material taught, for example by using a video in the Adobe Flash application.

1. Teacher shows an application for substitute book of speaking news subject.
2. Each student opens the Adobe Flash app
3. Teacher show a video and asks students with the target language.
4. Students answer questions as best they can using the target language.  
(Norland and Terry, 2006).
5. Students start following the video contained in the Adobe Flash application.
6. Students focus on the app as they get a lot of new vocabulary from native speaker video.

## 2.5 The advantages of Direct Method

- a. Motivated students mention words or sentences in a foreign language that is taught by the teacher, let alone teachers using tools / media.
- b. This method is based on various props: whether the video, film, radio cassette, tape recorder, and berbainimedia / props are made by themselves, then this method attracts the students, because it has feel / exciting, then lesson does not feel difficult.
- c. Students gain immediate and practical experience, even though the initial utterance is not fully understood and understood.
- d. The speech / tongue of students / students become trained and when received the initial utterances are often heard and spoken.

- e. Students are more independent because with this method students can learn by themselves without any teachers, if there is media or tools that they see or hear.
- f. Power of the gestures and expression.
- g. Involve all the people engaged in an activity
- h. Direct Method can depend low to high class of employees.

## 2.6 Disadvantages of Direct Method

- a. Lacking in this method, students will become passive if teachers are not good at motivating students and if teachers are not good at making teaching through the media.
- b. Direct Method is so much expensive because that affect upon the aids which are high cost aids.
- c. That method is helpful in early stage. It is not doing a good work in the higher classes.

## 2.7 The Direct Method a good start to Oral Language

The direct method which criticize that the teachers which are speak the native like ability (Richards and Rodgers, 2007). Through the achievement of Direct Method that influence the teachers ability to do something well or effectively the students that have no opportunities for the skill of language unless that native like ability is effect by teachers. A best and successful teacher of Direct Method which needs the ability of language, physical mental energy, strength,

imagination (that you have to form pictures or ideas in your mind of things that you are exciting) skills and strong health. That must be resourceful in the way of body gestures and expression by the evidence that are against linguistic feeling of physical or mental tiredness in the way of teaching language (Duchackova, 2006). Larsen-Freeman (2000) show that language is basic to express the speech that is the ability to speak or act of speaking. Through the activities of the classroom language students also involve to use the target language.

### 3. Software Adope Flash

#### 3.1 Adope flash

Adope flash (formaly Macromedia Flash) is one of the best computer software products Adope Systems. Adope Flash is a program specially designed by Adope and a professional standard authoring tool application program used to create animations and bitmaps that are very interesting for the purpose of building an interactive and dynamic website. Flash is desigened with the ability to create 2 dimentionalanimation that is reliable and lightweight so that flash is widely used to build and provide animated effects on websites, interactive CD and more.

Flash history can be traced back to the 1980s, when high scool student Jonathan Gay used an aged Apple II computer to create a computer drawing program. He filed for and included a program known as SuperPaint in a school science exhibition. After he won, his program attracted attention for local software developer Charlie Jackson.

Jackson is in the process of starting a company known as Silicon Beach Software, which will produce programs for this type of Macintosh computer. With little funding available to hire experienced developers, Jackson Gay is hired to help create his programs.

a. FutureWave launch

He founded FutureWave Software in January 1993 and immediately created SmartSketch. This program allows users to draw electronically on their computers and a little successful because Gay was late into the market so losing rivals with seniors.

b. Creating Flash

In the summer of 1996, SmartSketch gained input from its users for SmartSketch to be used to create animations. However FutureWave is rather pessimistic about its marketing, because at that time animation was only distributed with VHS or CD-ROM.

Then the World Wide Web began to expand its wings, where graphics and animation became viral. FutureWave see this opportunity to market applications capable of producing two-dimensional animation. Then SmartSketch slightly modified into SmartSketch Animator. However, the name SmartSketch Animator is perceived as selling less, so the name is changed to Cel Animator. But then, for fear of being labeled a cartoon maker application, Cel Animator is converted to FutureSplash Animator.

### c. Macromedia

FutureSplash animators were so successful in the computer market and Microsoft approached the developers in just a few months from the release of the program. Microsoft plans an online version of MSN and believes that FutureSplash will deliver the ultimate and smoothest graphic quality. Disney Online also uses the program to develop their website. In November 1996, Macromedia offered to buy the program and Jonathan Gay accepted it. Macromedia then FutureSplash Animator was renamed to Macromedia Flash 1.0 and hired Jonathan Gay as Technology Vice President.

### 3.2 Development Flash

Along with its development Flash developed and has several versions created. The history of the product development flash from 1996 to estimate of 2005 is as follows:

1. FutureSplash Animator ( 1996)
2. Macromedia Flash 1 (1996)
3. Macromedia Flash 2 (1997)
4. Macromedia Flash 3 (1998)
5. Macromedia Flash 4 (1999)
6. Macromedia Flash 5 (2000)
7. Macromedia Flash MX (2002)
8. Macromedia Flash MX (2003)
9. Macromedia Flash 8 (2005)

10. Adobe Flash CS3 Professional (2007)
11. Adobe Flash CS4 Professional (2007)
12. Adobe Flash CS5 Professional (2008)
13. Adobe Flash CS6 Professional (2012)

### 3.3 Adobe Flash CS6

Adobe flash CS6 is a software specially designed by Adobe and standard application program authoring tool professional which is used to create animation and bitmap which is very interesting for the purpose of development of interactive and dynamic website. Adobe Flash CS6 provides a variety of features that will greatly help the animators to make the animation easier and more interesting.

### 3.4 Advantages of Adobe Flash Application program :

- a. Is the most popular web animation supported by various parties.
- b. Small file size with good quality
- c. Hardware requirements are not high
- d. Can create website, CD interactive, web animation, cartoon animation, electronic cards, banners on the web, interaction presentations, games, web apps and mobile phones.
- e. Can be displayed on various media such as Web, CD-ROM, VCD, DVD, Mobile and PDA.

- f. Actionscript. With actionscript you can create animations by using code so minimize file size. Because of this actionscript also Flash can to create games because script can store variable and values, perform calculations, and so on. Which is useful in the game. In addition, Flash is a vector-based program.

### 3.5 Disadvantage of Adope flash Application program :

In spite of these advantages it turns out Adope Flash is not easy to use especially for beginners. In the Adope Flash we have to make an interesting presentation. Disadvantage of Flash application program, one of which is a computer that wants to play flash animation must have a flash player. You have to install it, usually onlie. One more, Adope Flash program is not freeware.

### 3.6 Advantages and Disadvantages of Adobe Flash in English Language Learning Media.

Advantages:

- a. The students more can understand the material being study because each material presented simulation.
- b. More passion in learning because the presentation of the material is equipped with pictures, sound and video.
- c. Can interact with the media because it is interactive.
- d. Without the teachers students can learn and use this application itself.

Disadvantages:

- a. Must have infra structure such as computer and supporting software.
- b. Students should be accustomed to using computers.
- c. This media is still offline.

### 3.7 Implementation Adope Flash in Teaching Speaking

In this planning session implementation Adope Flash in teaching Speaking, I determined the form of the pre-test and Software Adope Flash media technique which would be applied in teaching Speaking. Then, I designed the assessment instruments; the lesson plans and the materials. After that, I and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus. The pre-test designed will in the form of performing a simple dialogue. The students will be required to perform their dialogue in pairs in front of the class.

Moreover, the English teacher and I decided to apply aAdope Flash in teaching technique. In this type of application teaching technique, students watch the videos to comprehend and to get as much information as possible based on what they had seen. The implementation enabled the students to improve the students' motivations to learn and to speak in English and to improve their speaking skill.

## **B. Relevant Study**

The first the research about Software Adope Flash has done by Kiki Mitna2012 that was : This research explain about application that can be used to create listening material is by using Adope Flash Profesional CS5. She used Software Adope Flash to teach English subject, because English material should also be able to provide fun atmosphere in the leraning. By using this application, the material can be designed based on the students need.

By using this application the researcher hoped that the students will give more attention to the subject and improve their motivation and ability in learning process.

The second the research about Software Adope Flash has done by Agustin Setiyorini 2012 that was :The purpose of this thesis is to create a medium for children learning English with multimedia -based tools utilizing Adobe Flash CS3 and Audacity . Media of learning English is to learn English media that is presented in the form of multimedia audio and visual display so that children can learn English more easily.

The results of the overall test score of aspects of media including good category , it shows that learning the English language media for multimedia -based child can make it easy for teachers or parents to explain the material in English and can help children in reciting the English vocabulary more easily , so that the child's vocabulary increases.

The third the research about Software Adope Flash has done StephanusRadityaPamungkas that was : Media interactive Learning English for

Elementary school students is equipped with a multimedia – based to create animatios evaluation was made using Action script (Adope flash).

The result the research based multimedia that combines various media elements such as sound, animation, text and images are packaged in an application that is interactive, creative and fun so that the process of learning more effective and interesting student interest.

Gay ( 2012: 4 ) says that Adope Flash is a multimedia authoring program that is used to creat and design web application, games, video and animation.

### **C. Conceptual Framework**

This research concept about teaching speaking in news material by implementing Software Adope Flash.

Software Adope Flash aim at revolutioning the education by empowering teachers or educators and students with digital technologies. This application can combine audio video and visual and animation. The students can learn language not only, seeing, but listening and reading.

Therefore I intent to conduct action research in SMK N 1 Medan, I work collaboratively with the English teacher and the twelve grade students of SMK N1 Medan.

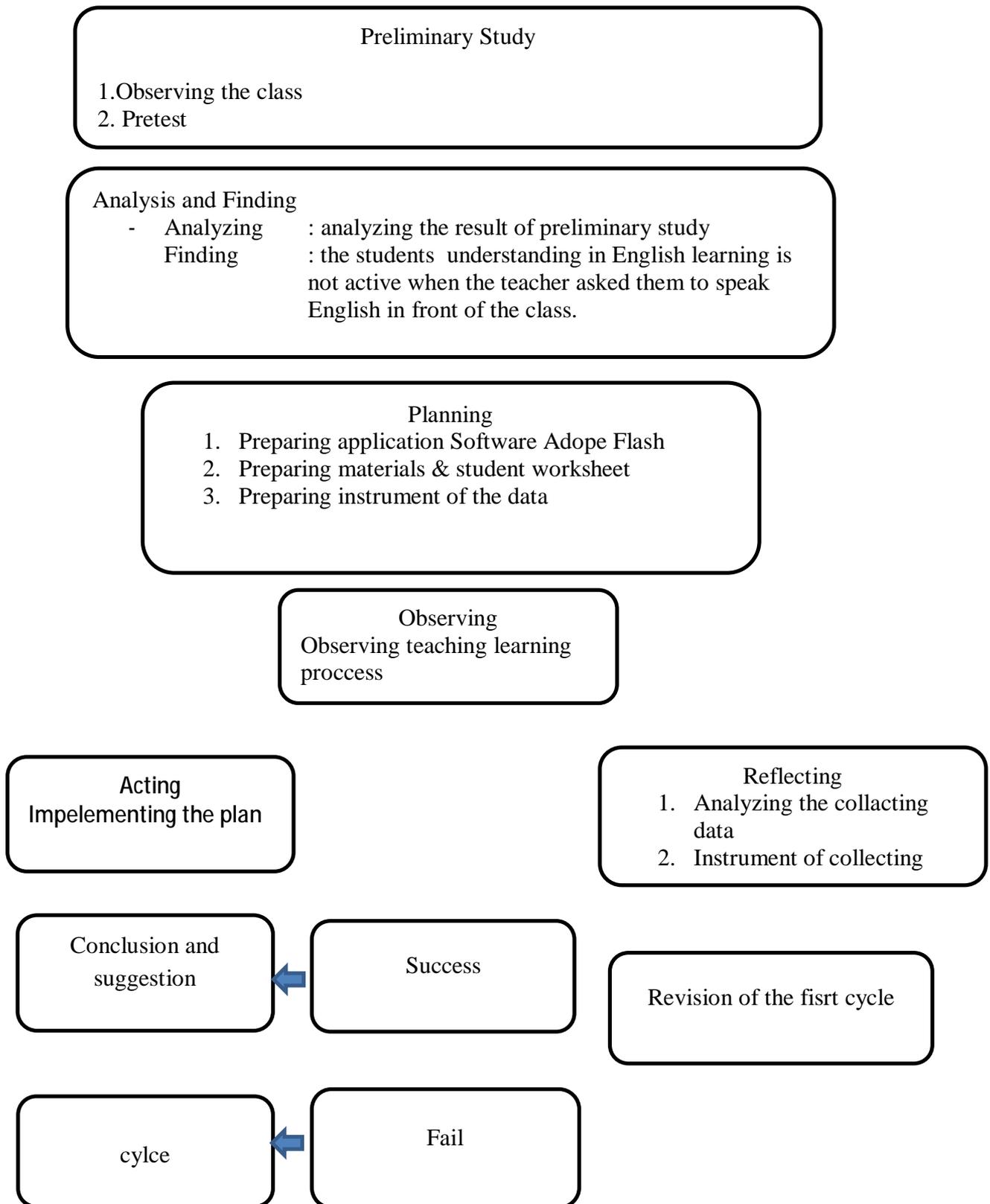


Figure 1.designConceptual Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location and time of the Research**

The research was conducted for at SMK N 1 Medan Jalan Sindoro Medan. The reason for choosing this school because when the researcher did teaching practising program (PPL) at twelfth grade SMK N 1 Medan, The research found thee students not understanding in English learning is not active when the asked them to speak English in front of the class. and the teacher did not find the good media in teaching speaking.

#### **B. The Subject of Research**

##### **1. The Subject of Reseach**

The subject and this research was in the students of class XIIPM2 SMKN1 Medan, academic 2017/2018. The number of students consists of 33 (thirteen) persons. The researcher choose based on the results of unstructured interviews with English teachers in the classroom proving that they have the lowest English test achievement, especially in the speaking ability. Therefore they need appropriated learning strategies/models to help them improve their English score by improving their speaking skills.

#### **D. Research Design**

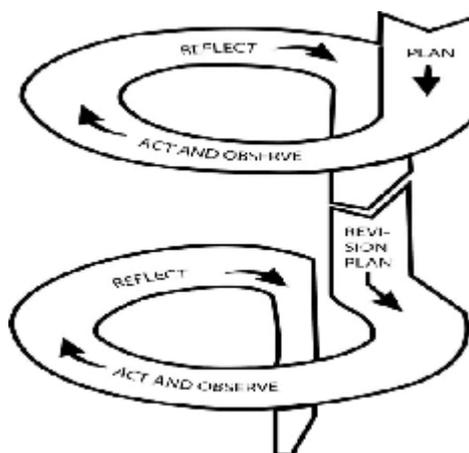
There were four steps to conduct classroom action research namely:

1. Plan, an early stage that the teacher might be done before doing anything. It was hope the plan is forward-looking, and the flexibility to incorporate the effects of an unexpected and early with the plan we can overcome obstacles.
2. Action, this was an implementation of the action plan that had been create which could be either a specific application of learning models that aim to improve or enhance the model that is being executed. Such actions could be done by those directly involved in the implementation of a learning model that results was also be use to improve the implementation of the task.
3. Observation, was activity that consisted of gathering data to identify the result action. Collecting data can be considered form several factors: students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assisted by other such as others teachers, consultant, headmaster, etc.
4. Reflection, was a feedback process of the action. It was used to help teacher make a decision because the reflection was done in order to analyze the situation and made conclusion what to do next. In this phase, the writer reflected on everything that was done in the first cycle and make conclusion. The reflection process was based on the data, Speaking skill test.

### E. Procedure of the Research

This research was conducted by two cycles. Every cycle had four stages; they were planning, action, observation, and reflection.

Chart 3.1



**Figure 1. The cycle of Model Kemmis and Mc Taggart (1998)**

#### 1. Cycle 1

##### a. Planning

The activities in the planning were:

- 1) Making the lesson plan about Speaking News
- 2) Designing the steps in using Software Adobe Flash
- 3) Preparing the material, that is Speaking News
- 4) Preparing teaching media, that is Software Adobe Flash
- 5) Preparing a test, that is speaking test.

**b. Action**

Teacher's activity:

- 1) The teacher open the class by greeting the students.
- 2) The teacher ask what topic they will learn, that is Speaking News.
- 3) The teacher told the students about the advantages of learning Speaking News.
- 4) The teacher introduced the Software Adope Flash Application in learning Speaking.
- 5) The teacher show about the material in the Adope Flash Application.
- 6) The teacher explain about the using Adope Flash Application.
- 7) The teacher give the task to the students, about News.
- 8) The teacher and students make the conclusion based on the material.
- 9) The teacher end the class by closing

Students' activity:

- 1) The students answer greeting from their teacher as response to the teacher.
- 2) The students answer what topic they will learn.
- 3) The students listen about the advantages of learning Speaking News.
- 4) The students saw and keep attention when the teacher explain about Adope Flash application.
- 5) The students saw and keep attention when the teacher explain about the material.
- 6) The students begin to using Adope Flash.

- 7) The students practice to News Speaking and answer the quiz in the Adope Flash Application.
- 8) The student and teacher make the conclusion based on the material.
- 9) The students answer the closing from their teacher as response to the teacher.

**c. Observation**

Observation is done to collect data that is, attitude of activity of teacher and student during teaching and learning process. In this section the researchers conducted a formal observation. Researchers are observers for English teachers and class students consisting of 39 students.

**d. Reflection**

Reflection is a feedback process from the action that is done. Reflection was used to help teacher to make decision. The teacher and researcher analyzed all recording information learning process by using a Software Adope Flash.

**2. Cycle 2**

Researchers do cycle 2, if the cycle 1 still needs improvement. In cycle 2 also has four stages; they plan, action, observation, and reflection. Any weakness in cycle 1 is revised in cycle 2.

**F. The Instrument of Collecting the Data**

This research use two instruments. They are test and observation sheet.

1. Test

To get the data the researcher gives the ability to speak test, especially in speaking news in Software Adope Flash.

2. Observation sheet

Observation sheets are used to observe all activities that occur during the learning process. These activities include teacher and student activities.

3. Diary note

Diary note had function to record the events in teaching learning process.

Diary note described the general impression of the classroom and its climate.

### **G. Technique For Collecting the Data**

Collecting the data is done by test and observation technique. Observation is used to observe the quality of teaching and learning process based on observation instrument, and testing is done to know the quality of learning result.

### **H. Technique of Analysis the Data**

Quantitative data are used in this study. This is used to analyze student scores. Quantitative data were analyzed using the following formula:

$$\bar{x} = \frac{\sum x}{N} \text{(Arikunto, 2013)}$$

Where :

$\bar{x}$  :The mean of the student's score

$\sum x$  : The total score of students

$N$  : The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \text{ (Arikunto, 2013)}$$

Where:

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the students

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

This research was conducted in one class which consisted of 33 students during the cycle of Class Action Research. It was completed in two cycles have four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycles. Cycle 1 was conducted three meetings and cycle 2 was conducted one meeting. The research gave dialog test in speaking news. The data of this research consisted of two kinds. They were quantitative and qualitative data. The quantitative data was taken from students' score in a Speaking test by Software Adope Flash. It was taken from conversation test. Speaking assessment are conducted individually with aspects : Intonation, Pronunciation, Fluency, vocabulary, Accuracy. In this research, the researcher divided the score of the students based on the aspects of speaking. There were two cycles in this research, they were cycle 1 and cycle 2. And the qualitative data was taken from observation sheet. The teacher and researcher used observation sheet to know the improvement in teaching Speaking in News by applying Software Adope Flash.

The data of students' score in pre-test, cycle 1, and cycle 2 can be seen as below:

**Table 4.1**  
**The Score of Test in Cycle I and Cycle II**

Name of Test	Cycle I	Cycle II
Lowest Score	<b>40</b>	<b>75</b>
Highest Score	<b>85</b>	<b>90</b>
$\Sigma x$	<b>2.031</b>	<b>2.830</b>
N	<b>33</b>	<b>33</b>

The data of students who passed Standard Minimum Score (KKM) :

**Table 4.2**  
**The result of students' score in cycle 1 and cycle 2**

No.	Criteria	Score	Cycle 1	Cycle 2
1	KKM	75-100	12	100
2	Filed	0-70	21	0

## **B. Data Analysis**

### **1. The Analysis of Qualitative Data**

The qualitative data were taken from : Observation sheet

#### **a. Observation sheet**

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The researcher was an observer for the English teacher and the students of the class that consisted of 33 students. The researcher did formal observation. The researcher observed every meetings in cycle 1 and cycle 2.

### **1. The Situation in the class**

There were four meetings in this research. In the first meeting in cycle 1, the situation in the class students was confused about the material and the application Software Adope Flash. And the next meeting in cycle 2, the students began to attracted using the application and understanding about the material, in term News Speaking. The third meeting in cycle 1 the situation in the class the students felt enjoyable and could practice about News in front of the class, but the score did not passed criteria standard minimum (KKM). The last meeting cycle 2, the students more felt enjoyable would be better in cycle 1.

### **2. Diary Notes**

In the diary note, the researcher noted in the first meeting in cycle 1, the students have less interest in learning English, especially in speaking. The students achievement in speaking was low in the class. From the first test, it was found that no many students can get score 75 or above. It means that they felt boring and felt difficulties speaking in the front of the class. In the first meeting in cycle 1 most of them made noisy and disturbed their friends when teaching learning process, because the teacher just only introduced application and explained about the material. In the second meeting in the cycle 1, the students began to trying using the application. All of the students could understand what they were studying. After giving explanation about News, the teacher did not given test, but the students made a dialog by application software adope flash, after that the students did not presentation in the front of the class just only made

dialog and enjoyable with the video in application. In the third meeting in the cycle 1, the teacher continue to explanation about news by applying software adobe flash. After giving explanation the students presentation the dialog in the front of the class, and the teacher gave the score. And the last meeting cycle 2, the teacher did not explanation about news and application, but the teacher gave test about dialog and presentation in front of the class, all of students felt enjoyable. Based on reflection in the first cycle that had been done was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better that the first cycle. The students score had been improved and all of them passed the criteria minimum completeness.

## **2. The Analysis of Quantitative Data**

### **a. Cycle 1**

There were 3 meetings in cycle 1. In the first meeting in cycle 1, the researcher explained about News without giving a test. In the second meeting in cycle 1, the researcher explained about News without giving a test. In the third meeting in cycle 1, the researcher explained about News and giving a test. The score of conversation News test in this research have aspect of Speaking. (see Affendix 1).

From the table of cycle 1, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

$$X = \frac{2031}{33} \times 100\% = 61,54$$

To categorize the number of master students the researcher used this following formula:

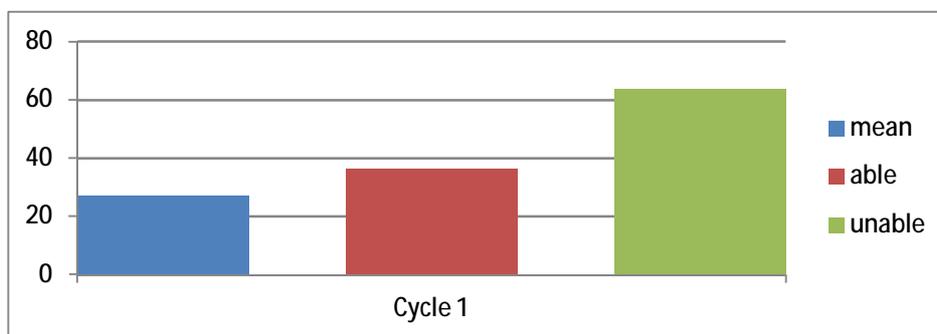
$$P = \frac{R}{T} \times 100\%$$

The percentage that the points up to 75 in cycle 1 are 12 students, it could be seen as follow:

$$P1 = \frac{12}{33} \times 100\% = 36.36$$

Based on the data, we can concluded that in Cycle 1 there were not students got maximal scores. Means of students score in Cycle 1 were shown by the chart. It could be seen below :

**Chart 4.1**  
**The Students Score in Cycle 1**



**b. Cycle 2**

There was one meeting in cycle 2. In the first meeting in cycle 2 the researcher explained about News in Software Adope Flash and giving a test. Speaking assessment are conducted individually with aspects : Intonation, Pronunciation, Fluency, vocabulary, Accuracy. In this research, the researcher

devided the score of the students based on the aspects of speaking (See appendix 2).

From the table of cycle 2, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

In the test of cycle 2, the total score of the students was 2.830 and the number of the students was 33, so the mean was:

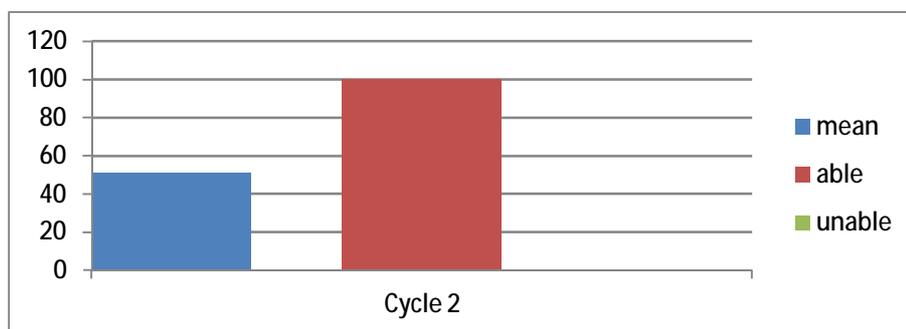
$$X = \frac{2,830}{33} \times 100\% = 85.84$$

To categorize the number of master students the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

The percentage that the points up to 75 in cycle 1 are 12 students. It could be seen bellow :

**Chart 4.2**  
**The Students Score in Cycle 2**



$$P2 = \frac{33}{33} \times 100\% = 100$$

Based on the result of cycle 1 and cycle 2 that have done by the researcher, so there was improvement that seen during teaching and learning process, the improvement can be seen by the chart ( See appendix 3).

From the chart in appendix 3 could be concluded that there was not able students reading achievement in cycle 1, it could be seen there were 12 students got score more than 75 in Speaking test or 36.36%. All the students should be reach score up to 75, and the diagram shown that there was improvement speaking score in cycle 2, all the students got the score more than 75 or 100 %. (See appendix 4).

From the table in appendix 4, in the cycle 1 there were 12 students (36.36%) who got points up to 75. In cycle 2 there were 34 students (100%) who got points up to 75. The improvement from the cycle 1 to cycle 2 was 64.64 %.

From the chart (See appendix 5) could be concluded that there was improvement in cycle 1 to cycle 2, score up to 75 in cycle 1 was 12 students 36.36%, and cycle 2 was 33 students or 100%. It meant that students achievement in Speaking especially in News in the Twelfth grade at SMK N 1 Medan had been improved by applying Software Adope Flash.

## **2.1 The Data of Cycle 1**

### **The activity of the first cycle**

#### **a. Planning**

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Software Adope Flash.

#### **b. Action**

The following were the procedures of the action in cycle 1:

1. First, in this stage the researcher as a teacher. This stage researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students whether they had already learned about News. The researcher motivated the students before teaching the Speaking News.

2. Next, the researcher introduced about News and some examples about News.

The teacher gave more explanation from the application News by giving some examples about News.

3. The teacher gave the test to the students about News after using Software Adope Flash application. Then the students presentase in front of class.

#### **c. Observation**

The observation of the action was students in SMK N 1 Medan. The students were learning through Software Adope Flash. The observation report was

put on the observation sheet of the students. The problems found during teaching and learning process:

1. The students Speaking skill were still low, especially in vocabulary, pronunciation, Fluency in speak in front of the class.
2. The students difficulties using Software Adope Flash application. It was caused by error computer in lab

**d. Reflection**

Based on the observation and the result students test, it was known the teaching and learning speaking by using Software Adope Flash not yet satisfied and did not gave improvement, although there was some students got low score or under the KKM (75). Reflection also was a phase to process the data that taken from observation while teaching learning process through Software Adope Flash. After cycle1 had finished, the result of researcher did not effective through Software Adope Flash in improving students achievement in Speaking skill, it was needed to continue in cycle 2.

**2.2 The Data of Cycle 2**

**The activity of the second cycle**

**a. Planning**

In planning, the researcher did:

1. Preparing lesson plan that related with the study, especially still about News.

2. The researcher prepared the research instrument that would be used in teaching speaking by applying Software Adobe Flash.
3. The teacher explained News and then the students have to listen.
4. After teacher explained the students try to begin using Software Adobe flash application.
5. The students try to begin following conversation in the Software Adobe flash application
6. Students make dialog about news. Then each students can express the conversation in front of the class.

**b. Action**

This step the researcher done the lesson plan which add arranged in cycle 1, and also in this cycle improved the weakness before. The questions were gave was same in cycle 1 and cycle 1, about News. The teaching and learning process in action same in cycle 1, it was started from opening until closing.

The activities in action were follow:

1. Giving observation sheet.
2. Teaching speaking News in Software Adobe Flash.

In meeting of cycle 2, the researcher told to the students about the students mistake in cycle 1. Most of them did same mistake in speaking. The researcher The researcher the score from the different score between cycle 1 and cycle 2. In the test of cycle 36.36% or 12 students got score more than 75, and

after getting maximal score the researcher gave second test in cycle 2 with the same test about speaking news. In cycle 2, 33 students got score more than 75 or 100%.

### **c. Observation**

Observation was done to know the students activities when teaching and learning process:

1. The students Speaking skill were high, the students could 5 points of Speaking indicator.
2. The students could using Software Adope Flash application. It was caused computer is good in the lab.

Thus the researcher collected the data that used as a basic of reflection. Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, activities, during teaching learning by applying software adope flash in the classroom. In doing observation, the researcher was helped by English teacher as the collaborator.

### **3. Reflection**

Based on the observation and students test, it was known that teaching and learning reading by applying software adope flash was satisfy and gave the improvement to the students.

According to the description in each cycle, the students achievement in speaking by applying made software adope flash students enjoyed in teaching and

learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this result was software adope flash could improve students achievement in learning speaking achievement.

### **C. Research Findings & Discussion**

Based on the data analysis, it showed that the students achievement in speaking had been improved by applying Software Adope Flash. It could be seen from the quantitative data. The mean score in cycle 1 was 61.54, the mean score in cycle 2 was 85.75; the students who got score more than 75 in cycle 1 was 12 students, the students who got score more than 75 in cyle 2 was 33 students; and the percentage of the students who got score more than 75 in cycle 1 was 36.36%, the percentage of the students who got score more than 75 in cycle 2 was 100. It also could be seen from qualitative data that was observation sheet.

Thus, it was concluded that Software Adope Flash was improved the students' speaking achievement in term of news.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the data, the conclusion could be drawn as followed :

1. The conclusion of this research showed that there was improvement of students' achievement in speaking news using software adope flash especially for the students at twelve grade of SMK N 1 Medan. It is proven from the mean of students' score in second tests. The mean score in cycle 1 was 61.54, the mean score in cycle 2 was 85.75, the students who got score more than 75 in cycle 1 was 12 students, the students who got score more than 75 in cycle 2 was 33 students. And the percentage of the students who got score more than 75 in cycle was 36.36%, the percentage of the students who got score more than 70 in cycle 2 was 100%. And the observation sheet indicated that there is improvement in students' speaking achievement. Furthermore, Software Adope Flash make learning teaching process more relevant and it is a god way in teaching speaking.

**B. Suggestion**

Suggestion was stage as followed:

1. For English teacher, should suggest to apply Software Adope Flash in teaching English especially in Speaking News.
2. For students, to use Software Adope Flash in learning English, especially in speaking because it could improve their achievement in speaking news.
3. The other researchers, this research could be used as the reference to teach other subject, Software Adope Flash was easy to apply.

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