THE EFFECTIVENESS OF ACTIVE LEARNING VIDEO ENTITLED "SAYING SORRY"TO IMPROVE STUDENTS' SPEAKING ABILITY IN LEARNING EXPRESSION OF APOLOGIZE

By

Yogie Agustina Nugraheni

Abstract

The main objectives of this research are: (1) To find out the speaking ability of expressing apology of the students taught using active learning video; (2) To find out the speaking ability of expressing apology of the students taught without using active learning video; (3) To know some significant differences between the speaking ability of expressing apology of the students taught using active learning video and without using active learning video. In order to achieve the objectives of the study, relevant theories were referred and discussed. There were audio visual, video, speaking, expressions of apologize, and active learning video to improve speaking ability. This study was an experimental research. The population of the research was seventh year students of SMP N 2 Kedungtuban Blora. The 52 students were taken from two classes as the sample. The sample divided into two classes, they were experimental class and control class. Every class has 26 students. Post test only experimental design was used in this research. The instrument of this research was oral test. Before gave the test, The students in control class taught without using active learning video, and then in experimental class the students were taught using active learning video as a treatment. Based on the result of the post test, the mean score of post test in control class was 65, 69 , then in experimental class was 76. According to the mean of post test each class, the mean of experimental class was higher than control class. T-test formula was used to know the differences of the test have done. The result of t-test is 7,99 and the t table of 52 students was 1, 67 from the table signification 5% (0, 05), so it can be concluded that there is a significant different of students' speaking ability who taught using active learning video and without using active learning video. It can be conclude that active learning video is effective used in teaching speaking of apologize. On the basis of the conclusions, several suggestions can be offered. The teacher may use active learning video in teaching speaking. The students may use video to improve their speaking ability.

Keywords: ***active learning video, speaking ability, expressions of apologize.***

Introduction

English is a foreign language taught in many parts of the world. Learning English is used for preparing young learners to enlarge their knowledge about English as a foreign language and as an international means of communication. The young learners learn English beginning from preschool until university level.

The practice of English language teaching for the young learners must be appropriate with their capability. The teaching must be enjoyful for them. From that reason, the writer introduces one medium to teach speaking for the students. The media should gain the students' interest in learning speaking. By using active learning video as a means for teaching speaking, the students will be more interesting in the teaching learning process and more active in there. They will feel that they are not only an object of teaching but also a subject of it. By active learning video, they will be active as participant and they are given a chance to express their minds, emotions, feelings, and

attitudes. The writer has reasons for choosing the topic; Speaking is the main ability that is needed to give information about what we are thinking and feeling. It is an important role in this life so we must improve it; Monotonous class will lead the students in learning English. So, by using media the students will be interested in studying English; Speaking expressing apology is one of the competences that should be mastered by students of junior high school because it demands of the curriculum and syllabus of junior high school.

This study would like to elaborate some problems as follows:

1. To what extent is the speaking ability of expressing apologizes of students using active learning video?
2. To what extent is the speaking ability of expressing apologizes of students without using active learning video?
3. Is there any significant difference between the speaking ability of expressing apologize of the students before and after using active learning video?

Related Theories

1. Definition of Video

Video is the technology of electronically, capturing, recording,

processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.(www.encyclopedia.com)

Video is usually taken from VCD and DVD. According to Sudjana (2000:89), there are many advantages using video as media. The advantages were as follows:

a. It can be replayed for a several times
b. It can improve students' imagination
c. It is very effective in language teaching learning process
d. It is easy to do the program

2. Definition of Active Learning Video

Actually, active learning has definition itself. According to Melvin (2009:14) active learning is activities that help the students to understand the feeling, value, and their attitude. So, from that definition it could be gotten the definition of active learning video is a video or technology electronic capturing that can help the students to understand the feeling, value, and their attitude. It gives an easy way for the students to understand the material.

Definition of Speaking

According to Fulcher (2003: 23) speaking is the verbal use of language to communicate with others.

Harmer (2004: 6-7) states speaking is often transient, whereas writing tends to be more permanent. According to Glenn (2003:23-24) Speaking is the verbal use of language to communicate with others.

The purposes for which we wish to communicate with others are so large that they are innumerable. The out ward form of speech is found in sound waves. Its meaning lies in the structure and meaning of language, whether this is written or spoken. Ability means skill (Oxford Learners Pocket Dictionary, 2003: 1). So, the definition of speaking ability is a skill of communicating with the others. Speech is organized in particular ways.

Good speaking skills develop from extensive listening, some specific training, and a good deal of practice. Some basic skills of speaking are describing, retelling and expressing opinion.

In English there are a lot of expressions to express their idea in certain condition. There are expressions of like and dislike, expression of

sympathy, expression of surprise, and then expression of apologies.

The word of Apologize comes from the root apology, which means a statement saying when you are sorry for having done wrong, hurt, etc. (Oxford Learner's Dictionary, 2003:4)

1. Kinds of Expression of Apologies
a. Expression apologies :
    1) I'm sorry……
    2) I'm very sorry
    3) Please accept my apology
    4) Sorry for….
    5) I apologize for…
    6) Sorry for my mistake

b. Respond for expressing apologies:
    1) That's all right
    2) You don't need to apologize
    3) That's OK
    4) No problem
    5) Never mind.

(Riyanto, 2007:71)

Active Learning Video to Improve Speaking Ability

Using media is often neglected in a very predictable way in the classroom. Usually as a starting point for teaching speaking, media can also be a key of importance in the communicative and interactive classrooms.

Here, the use of video by Harmer (2008: 109) says that:

"… both audio and video conferencing have been used to good effect to bring learners from different parts of the world together to collaborate on tasks and simulations. As the technology improves and costs come down, such electronic means offer enormous potential in terms of out-of-class speaking practice".

Active learning video is one of media that is effective in teaching and learning process, especially in speaking, because teaching speaking using media makes the students more enjoyable and interesting in learning English. It can be nice choice in teaching and learning methods because media such as video, picture, game, puzzle, and make the students more interesting and easier to understand the lesson. Besides that, the teacher must be creative, approach to the students, make the teaching and learning process situation well. So the students do not feel bored in teaching and learning process.

Expression of Apologies in Syllabus of the 7th Years Students

In the KTSP curriculum, English is an important subject at school, including junior high school. Besides that, English subject also becomes the main subject to test in final examination. Students have to be ready facing the exam and practice it in their daily life. That is why English is taught in elementary school, junior high school, and senior high school.

English language teaching in junior high school covers four skills, listening, speaking, reading and writing skill. Those four skills also cover grammar, vocabulary, and pronunciation. The materials in junior high school are matched to the indicators, and skills. Every class has its materials, indicators, and learning goals. The materials of seventh grade of junior high school generally are divided into two types, text and non-text.

Research Method

Research Design

In this study, the researcher used experimental design for this research. According to Urdan (2010: 4-5) "sometimes researcher uses an experimental design, in this type of research, the experimental divides the case in the sample into different group and then compare the group on one or more variables of interest".

According to Creswell (2008: 289) experimental design is the traditional approach to conducting quantitative research.

In this experimental research, the writer wanted to know the difference of student's speaking ability in learning expression of apologies by using active learning video entitled "saying sorry" and without active learning video in the seventh grade students of SMP N 2 Kedungtuban Blora in academic year 2012/2013.

Subject of the Research

1. Population

   According to Urdan (2010: 1) population is an individual or group that represents all the members of certain group or category of interest. Creswell (2011: 151) Population is a group of individual who has the same characteristic.

   The population of the research was the seventh grade students of SMP N 2 Kedungtuban Blora that divided into seven classes: there were VII A, VII B, VII C, VII D, VII E, VII F, and VIIG. Each class consists of 26

students. So the number of the population was 182 students.

2. Sample and Sampling

Getting sample is very important in the scientific research. A sample is a sub group of the target population that the researcher plans to study to generalize about the target population (Creswell, 2011: 151)

Sampling is a technique to get sample (Cohen, 2007: 67). Here the writers took the seventh grade students of SMP N 2 Kedungtuban Blora as the population of the research. In this research the writer chooses two classes as the sample. They are VII D as experimental group and VII F as control group. The writer chooses the classes because they have the same speaking ability and active in teaching and learning process in the class.

Instrument of the Research

In this research, the writer used a set of tests as an instrument to get and collected the data in SMP N 2 Kedungtuban Blora. In this research the writer just used post test for the students, but before did the post test the writer gave treatment in experimental group by using active learning video, while in control group the writer did not gave

teratment. So when the writer conducted the post-test for experimental group the writer asked the students to make a dialogue in pairs about expressing apology after they watched the video then practiced in front of class. Then in the post-test for control group, the writer asked the students made a dialogue in pairs about expressing apology without watched video then practiced in front of class. By the test, the writer identified the students' speaking ability in expressing apologies of seventh grade students of SMP N 2 Kedungtuban Blora.

Method of the Data Collection

1.   **Library research**

The library research is one of collecting the data by making of some theories and facts from some books.

2.   **Field research**

a. **Treatment**

b. **Post test**

Method of Data Analysis

In this research, the data were analyzed by using non statistical and statistical analysis. In this research the writer used the statistical analysis to analyze the result of the effectiveness of teaching speaking expressing apology by using active learning video entitled "saying sorry".

In addition the writer told them about the criteria of scoring test. The writer used the ranting scale measure the student's speaking skill in expressing apology.

a. First, the writer calculated the result of this technique to find out whether using active learning video is effective or not.

1) The following is the step of using T-Test

a. Experimental group

$$M_x = \frac{\sum_x}{N}$$

b. Control group

$$M_y = \frac{\sum_y}{N}$$

Where:

M_X = Mean of experimental group

M_Y = Mean of control group

$\sum_X$ = Residual of experimental group

$\sum_Y$ = Residual of control group

N = Number of sample

b. Second, the sum of square deviation each group

1) Experimental group

$$\sum x^2 = \sum x^2 - \frac{\left(\sum x\right)^2}{N}$$

2) Control group

$$\sum y^2 = \sum y^2 - \frac{\left(\sum y\right)^2}{N}$$

Where:

$\sum x^2$ = The arithmetic standard deviation of experimental group

$\sum y^2$ = The arithmetic standard deviation of control group

X^2 = Residual score of experimental group

y^2 = Residual score of control group

N = Number of the students

c. Third, the writer applied all of formula into T-Test, the formula is as follow:

$$t = \frac{[Mx - My]}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

Mx =   The   mean   of experimental group

My =   The   mean control group

Nx =   Number   of sample   experimental group

Ny =   Number   of sample control group

$\sum x^2$ = The total number of the square

deviation   of experimental group.

$\sum y^2$ = The total number of the square deviation   of control group.

After finding the result with t-Test, it was consulted to know whether the alternative hypothesis can be accepted or rejected. It means that the students who are taught by using active learning video have better understanding than the students who are taught without active learning video.

Findings

1. The Student's Speaking Ability in Expressing Apology Taught without Using   Active Learning Video.

In this part, the writer taught expression apology without using active learning video. The writer only gave several examples of expression apology to the students. Before the experiment was conducted, the writer tried to introduce the material that is about the meaning, and kinds of expression of apology.

After the writer gave the example and explained about expression

apology, the writer gave post-test for the students.

After giving explanation about expression of apologizing, the researcher gave post-test for the students. There were 26 students who followed the test. In this post-test the writer asked the students to make a dialogue in pair based on the situations given by the writer, and after that the students practiced the dialogue in pair in front of the class.

The result of the post test of students who were taught without active learning video, it showed those 11 students who got 60. 2 students who got 64. 6 students who got 68. 5 students who got 72. 2 students who got 76. The data were obtained from the result on speaking expression of apologize of the students who were taught without using active learning video. The total score of post-test of the control group were 1708.

The mean of post-test of control group was 65.69. The writer concludes that the result of the students who are taught without active learning video was fair. It can be known that there were 2 students got good category, 24 students got fair category. It can be concluded that without using media in control class gave little influenced to the students' speaking skill in speaking expression of apologize.

2. **The Students' Speaking Ability in Speaking Expression of Apologize by using active learning video.**

In this part, the students taught by using active learning video in speaking expression of apologize. Before the experiment was conducted, the researcher gave treatment for the students that are taught speaking expression apologize by using media active learning video. After giving treatment the next step was giving post-test for the students.

After giving treatments for the students, the researcher gave post-test for the students by using active learning video. In this post-test the writer asked the students to make a dialogue in pair based on the material in video and the clue from the researcher about expressing apology, and after that the students practiced their dialogue in front of the class orally. There were 26 students who followed the post test. The result of the post of students who were taught without active learning video, it showed those 1 student who got 68, 5 students who got 72, 14 students who got 76, 5 students who got 80, 1 student who got 84. The total score for the experimental group was 1976 for the post-test. The average score of the students' achievement taught by using active learning video is 76. The writer conducted that the result of the students who were taught by using active learning video was good. From the calculation, it can be known the result of the post-test after they were given treatment on the teaching speaking expression of apologies by using active learning video.

Based on the result which was calculated, it can be known that there

were 6 students got fair category, 20 students got good category. So it can be concluded that by using active learning video in experimental class influenced the students speaking skills in expression of apologies than the students who were taught without using active learning video.

3. The Difference of Student's Speaking Ability in Expressing Apologize Between Students Who Were Taught by Using Active Learning Video and Students Who Were Taught Without active Learning Video.

In this study the writer used t-test formula to find out whether there was a significant or not significant difference between the students who were taught without using active learning video and who were taught by using active learning video. T-test means to answer the problem of this study.

From the calculation to know the deviation of experimental group, the writer got the data that experimental has score deviation 288.

Based on the data above it can be seen to find out there was or not difference, after the writer has done the post-test in control and experimental

class, then the result computed by applying the t-test formula.

In relation to linguistic stategies, tecahers simplify their instructions by employing modifications in terms of stucture, vocabulary, and pronunciation. Teachers pre-modify and interactional modify their instructions in order to make the students understand their instructions well. As for non-linguistic strategies, first, teachers use gestures to make their instructions clearer for the students. Second, examples or demostrations are used by teachers in giving their instructions. Third, teachers repeat a lot in giving instructions. They mostly repeat the key words of the instructions woth slower and clearer pronunciation.Fourth, teachers employ non-linguistic strategies in order to support the linguistic strategies. Teachers stated that instructions are important especially for class management.

From the computation of the formula t-test, it was found the score of t-test. The result of t-test was 7.9968. Meanwhile, from the table of signification 5% (0.05) so the value table of t-table is 1.67. It shows that t-obtained value is higher than t-table $7.9968 > 1.67$.

Based on the computation, it means that there was a significant difference

between students who are taught without using active learning video and students who are taught by using active learning video.

After getting the result of research findings, it was found that there was any significant difference of students' speaking ability taught using active learning video and without using active learning video.

The mean of students' speaking ability taught without using active learning video for the seventh years students of SMP N 2 Kedugtuban in academic year 2012/2013 could be computed through the result of post test was 65.69. It belongs to fair (C) category, and it is under the average level.

The mean of students' speaking ability who taught using active learning video for the seventh year students of SMP N 2 Kedungtuban in academic year 2012/2013 can be computed through the result of post test was 76. It is belong to

"good" category (B), and it is on the above the average level.

First, the students' speaking skill in learning expressions of apologies taught without using active learning video is fair.

Second, the students' speaking skill in learning expressions of apologies taught by using active learning video is good.

Third, there is a significant difference of the students' speaking in learning expressions of apologies who were taught without using active learning video and by using active learning video at seventh year students of SMP N 2 Kedungtuban Blora.

References

Brown, Douglas H. 2004. *Language Assesment Principles Clasrooms Practices.* New York : Oxford University Press.

Burgess, Sally and Head, Katie. 2005. *How to Teach for Exams*. London: Longman.

Cohen, Louis.2007. *Research Methods in Education*. London : Routledge.

Creswell, John W. 2011. *Educational Research Planning, conducting, and evaluating Quantitative and Qualitative Research 4th edition*. Boston: University of Nebaska-Lincoln.

Fulcher, Glen. 2003. *Testing Second Language Speaking.* Great Britain : Longman.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*.England : Longman.

----------- . 2007. *How to Teach English.* England : Longman.

Hermawan, Asep Herry dkk.2007.*Media Pembelajaran Sekolah Dasar*.Bandung:UPI PRESS.

Kayi, Hayriye. 2006. Teaching Speaking: Activities to Promote Speaking.

Klancar, Natasa Intihar. 2006. *Developing Speaking Skills in young Learners classroom*.

Kurikulum 2006. Dinas Pendidikan dan Kebudayaan. 2006

Melvin, L Silberman. 2011. *Active Learning: 101 Cara Belajar Siswa Aktif.* Bandung: Nusamedia

Munash, A. And M. Eko (Eds). 2006. *English In Progress*. Jakarta: Erlangga.

Mulyati, Sefrina.2012. *Teaching Speaking and Using Video in Teaching*.repository.upi.edu.[accessed 4/18/12]

Oxford Learner's Pocket Dictionary. 2003. *Oxford.* New York : Oxford University Press.

Regina, N. 2009. *120 Permainan Kreatif untuk Menggali Kecerdasan Anak*. Jakarta: Wahana Totalia Publisher.

Riyanto, Slamet. 2008. *Speak English, Please*. Yogyakarta: PustakaPelajar.

Setyadi, Bambang. 2006. *Teaching English as a Foreign Language.* Yogyakarta: Algensindo.

Sugiyono. 2008. *Metode Penelitian Kuantitatifdan Kualitataif R&D.* Bandung: Alfabeta

Thornbury, Scott. 2003. *How to Teach Speaking.* England : Longman.

Trianto. 2007. *Model-model Pembelajaran inovativf berorientasi kontrutivistik.* Jakarta: Prestasi Pustaka.

Urdan, Timothy C. 2010. *Statistics in Plain English.* New York : Santa Clara University.

http://video-sebagai-media-pembelajaran.html [accesed 3/27/12]

In Second Language. In The Internet TESL JUrnal, Vol.XII,No.11>Available at *http://iteslj.org/Articles/Kayl-*

TeachingSpeaking.html[Access ed 3/27/12]

In the internet TESL Jurn al, Vol.XII, No.11>Available at *http://iteslj.org/Techniques/Kla ncar-Speaking Skills.html*[acessed 3/27/12]

www.activelearningvideo.com[accessed 4/18/12]

www.real-english.com [accessed 4/18/12]

http://www.texascollaborative.org/Learn ing_Theory.htm [accessed10/08/12]
http://active-learning-video-normal-IL-centerforteaching-learning&technology2010.xhtml [accessed 4/18/12]

http://promoting-active-learning:strategies-forthecollage-classroom:jossey-bass2011.xhtml [accessed 4/18/12]

(http://zvavanhu.mywapblog.com/types-of-media-used-inteaching and-lear.xhtml) [accessed 3/27/12]