ILMIAH

JURNAL ILMU PENGETAHUAN TEKNOLOGI DAN SENI

Volume. VII. No.2 Januari-April 2015 ISSN: 1979-0759

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LEMBAGA PENELITIAN DAN PENGABDIAN PADA MASYARAKAT
POLITEKNIK DARUSSALAM - PALEMBANG

ISSN : 1979 – 0759

Volume. VII. No. 2, Januari-April 2015

Jurnal Ilmu Pengetahuan Teknologi dan Seni
Terbit secara periodik 3 (tiga) kali setahun pada bulan September, Januari dan Mei

Pelindung : Direktur Politeknik Darussalam

Pengarah : Pembantu Direktur I

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Salah satu bentuk karya ilmiah yaitu penulisan karya ilmiah berupa Jurnal Ilmu Pengetahuan Teknologi & Seni. Dimana penulisan karya ilmiah merupakan suatu kewajiban yang dilakukan oleh Dosen yang mana ini salah satu kegiatan Tri Darma Perguruan Tinggi.

Tim penyunting menyampaikan ucapan terima kasih kepada semua pihak yang terkait dalam penyusunan jurnal ini. Jurnal ini juga masih banyak kekurangannya, untuk itu saran dan kritik yang membangun dari para pembaca sangat diharapkan agar jurnal ini lebih sempurna dimasa yang akan datang.

Akhir kata, Tim Penyunting berharap semoga jurnal ini dapat bermanfaat bagi seluruh pembaca.

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USING VIDEO RECORDING METHOD TO IMPROVE STUDENTS' SPEAKING SKILL AND ATTITUDE TOWARD ENGLISH

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ABSTRACT

English as one of the compulsory subjects at school becomes the scary subject in the speaking class particularly for the freshmen at the college due to the lack of the students' speaking skill. Therefore, most of the freshmen have negative attitude toward English. The purpose of this study is to find out how the use of video recording method can improve the students' speaking skill and their attitude toward English. The population was the first semester students in Business Administration Department. The sample was three classes from the eight classes of the first semester students. This study was carried out by using a descriptive research method and used interviews, observation, and questionnaires as the research instrument to know the students' speaking skill and attitude toward English. Then the data were analyzed descriptively. This study revealed interesting results. The results found that the use of video recording method not only improved the students' speaking skills, but also made they had positive attitude toward English.
Keywords: video recording, speaking skill, attitude.

ABSTRAK

Bahasa Inggris sebagai salah satu mata pelajaran wajib di sekolah telah menjadi mata kuliah yang mengerikan dalam kelas *speaking* terutama bagi para mahasiswa baru di perguruan tinggi oleh karena kurangnya keahlian *speaking* mahasiswa. Oleh karena itu, kebanyakan para mahasiswa baru memiliki atitud negatif terhadap Bahasa Inggris. Tujuan studi ini adalah untuk mencari tau bagaimana penggunaan metode rekaman video dapat meningkatkan keahlian *speaking* dan atitud mereka terhadap bahasa Inggris. Populasi studi adalah mahasiswa semester satu di Jurusan Administrasi Bisnis. Sample studi adalah tiga kelas dari delapan kelas semester satu. Studi ini menggunakan metode penelitian deskriptif menggunakan interview, observasi, dan angket sebagai instrumen penelitian untuk mengetahui keahlian *speaking* dan atitud mahasiswa terhadap bahasa Inggris. Kemudian data dianalisa secara deskriptif. Studi ini memberikan hasil yang menarik. Ditemukan bahwa penggunaan metode rekaman video tidak hanya meningkatkan keahlian *speaking* mahasiswa, tetapi juga membuat mereka mempunyai atitud yang positif terhadap bahasa Inggris.
Kata Kunci: rekaman video, keahlian *speaking*, atitud

BACKGROUND

For most people, being able to master knowledge of a language means being able to speak in that language, as Nunan (1999) says that "the ability to function in another language is generally characterized in terms of being able to speak that language" (p. 225). Furthermore, "Can you speak the language?" or "Can you speak in English?" for instance is commonly used or asked by someone who wants to know whether we know or master another language or not instead of "Do you know another language?".

English language, one of the compulsory subjects at school, becomes the scary subject in the speaking class particularly for the freshmen at the college due to the lack of the students' speaking skill. Therefore, most of the freshmen have negative attitude toward English. It may happened due to the different goals between school and higher educational institution such as university or vocational college. In Indonesia, Ujian Nasional (UN, National Examination) becomes one of the passing grade determinations of the students' in order to graduate from school where English is as one of the school subjects tested in UN makes almost of the teaching and learning process in language classrooms becomes a grammar-translated classrooms. Since in "grammar-translated classrooms, grammar was taught as a set of rules to be memorized and repeated" (Nunan, 1999, p. 78) therefore the students were drilled to do many grammar exercises as their practice in class. Then in time, when the students graduate from their high school, and have desire to continue their education to the higher educational institution, where the teaching and learning process in the English language classroom of course will be so much different from what they had experienced at school, since the teachers expect their students have already had basic ability to communicate or speak in English language will make most students as freshmen have reluctance to speak. As Burns and Joyce (1997) stated that learners' prior learning experiences and the experiences expectations were identified as the factor that cause a reluctance in taking part in classroom tasks involving speaking. It means this reluctance is partly due to their prior learning experiences.

Therefore, speaking holds the greatest main role in language mastery, without disregarding the role of other language skills, and speaking also becomes the most challenging skill to be taught by most teachers of English particularly for the freshmen. Brown (2007) also says that:

Many teachers consider the beginning level of language instruction to be the most challenging. Since students at this level have little or no prior knowledge of the target language, the teacher (and accompanying techniques and materials) become a central determiner in whether students accomplish their goals. (p. 112)

It means, as a teacher of English in a university or vocational college who teaches in the first semester where all of the students are freshmen, the teacher should apply a particular method when it comes a classroom task involving speaking because most freshmen are reluctant speakers, and reluctance to speak on the part of students are seen as their biggest challenge.

In the other hand, even though sometimes a method has been used, eventually the teacher of English still needs to modify or totally change his/her method which is considered necessarily done based on the students' learning process by observing their behavior. In a research, this kind of activity is called classroom action research, where the writer also used classroom action research to conduct her research focused on students' speaking skill and attitude toward English. According to Chamot, et.al. (1998), action research is a classroom-based research conducted by teachers in order to reflect upon and evolve their teaching.

Sriwijaya Politechnic (POLSRI) is the vocational college where the research was conducted.POLSRI consists of ten majors. They are Civil Engineering, Business Administration, Electrical Engineering, Telecommunication Engineering, Electrics Engineering, Computer Engineering, Informatics Management, Mechanical Engineering, Chemical Engineering, and English. The teaching of English language is taught by using integrative skills, the combination of the four skills of speaking, listening, reading, and writing. Even though English language is taught by using integrative skills, nevertheless one skill is still chosen as the main focus for each semester in all department beside English department. Speaking is chosen as the main focus in the first semester, reading in the second semester, writing in the third semester and the fourth semester, and all of the integrated four skillsin the fifth and sixth semester (Curriculum of English Department).

Speaking became the writer's focus because the writer taught the first semester students of the Business administration department, where as explained above, speaking was chosen as the main focus in the first semester, nevertheless it was also taught integrated with other skills simultaneously. At the first meeting, the writer introduced herself and explained her syllabus. There were eleven topics taught for the semester. They were meeting people, asking for and giving for personal detail, number and quantity, asking and answering question, requesting and responding, giving reason, asking for repetitionand clarification, likes and dislikes, describing people, object identification, and giving direction. At the second meeting, all of the freshmen were asked one by one to introduce themselves in front of the class. A minimum time limitation were given by the teacher, where all of the freshmen should introduce themselves not less than one minute, and it made this activity became more challenging for the students. Based on her first observation, the writer found that most of the freshmen spent their time to introduce themselves on the average in only thirty to forty seconds and spent the rest time by standing speechless. In the other hand, surprisingly, it was also found that most of the freshmen did not have adequate grammar and pronunciation even in introducing their names, ages, hobbies, and their addresses. Therefore, the writer gained a temporary assumption that the freshmen had lack of English basic skills. Then still in the same meeting, the writer continued the activity by asking each of the students one by one to explain or give any kind of information to the teacher from a picture shown by the teacher with a minimum time limitation, i.e., not less than one minute. Meanwhile, at the same time the teacher alsoassessed the student's speaking skill to obtain the student's speaking score. The result found was worse than the first activity, most of the students on the average just spent their time to explain or give any kind of information based on the picture in only ten to fifteen seconds, and spent the rest time by smiling shyly and shaking their heads as the signal to the teacher that they had no idea what to say.

In every next meeting, the teacher always gave a brainstorming activity before starting the lesson, but there were only few students wanted to try to give their opinion. It could be understood since spoken language is different from written language. In speaking, the speaker does not have time to look over what she/he has expressed. In addition, the speaker is characteristically under pressure where as it is not the case with the writer (Brown & Yule, 1983). Every time when it came time to practice a dialogue in front of the class, one group, consisted of three to four students, could spent much time to practice their dialogue. There would be repetition over and over again because one of the students failed to remember his/her dialogue line, or laughter from the other students which made the practicing group laughed, felt shy, or angry. Therefore, it would spend more time to calm down the audiences and encourage the practicing group to start or repeat their practice. Unfortunately, it affected the time allocation for the dialogue

ISSN: 1979-075

practice where at the first time was only one meeting needed, became two meetings needed. The other groups who were waiting for their turn did not pay attention with the practicing group performance since they were busy memorizing their lines and were tense waiting for their turn, meanwhile the other groups that had finished practicing became boring, and then they were busy chatting with their friends. These are some of the negative effects due to the repetition over and over again, yet the students' proficiency are still in the beginning level. In her research conducted in Polsri , Rahma (2011) found that speaking was indicated as the second difficult problems, and writing was indicated as the most difficult problems. However, in conducting her research, Rahma took the sixth semester students as her sample; meanwhile the writer's students were still in their first semester as freshmen. Based on her preliminary observation, then the writer decided to change her method, and tried to use video recording method in her class action research in order to improve students' speaking skill and attitude toward English.

The Problems of the Study

The problems of the study were formulated in the following questions: (1) How is video recording method used in order to improve students' speaking skill? (2) How are the ways video recording method improve students' attitude toward English?

The Objectives of the Study

This study isdesigned to investigate how video recording method is used in order to improve students' speaking skill and to find out the ways video recording method improve students' attitude toward English.

The Significance of the Study

The results of this study will hopefully be beneficial for the lecturers at POLSRI to enrich their experience to use video recording method in order to improve students' speaking skill and attitude toward English, and to give insight for the lecturers that teaching and learning process is not only able to be designed or created in the classrooms but also outside the classrooms. This study is also hopefully beneficial for the writer herself to enrich her knowledge and experience in using video recording method for supporting the teaching and learning process.

Conceptual Framework

In traditional classroom, learners are rarely encouraged to make use of their language skills in the real world. The only practice they have is in class. Meanwhile in contemporary approaches to language teaching, learners are involved in role plays and practice simulations, and through these develop an ability to carry out creative and imaginative learning projects outside of the language classroom.

According to Nunan (1999), there are differences between the traditional and the contemporary in language education. The differences are shown in this table below.

Tabel. 1

Traditional	Contemporary
SYLLABUS DESIGN Content and methodology decided with reference to the classroom rather than with reference to learners' real communicative needs	Content and methodology match learner needs beyond the classroom. Process and content are integrated
APPROACH TO TEACHING (METHODOLOGY) Learners are taught about language and its rules, learning facts about language rather than how to use it communicatively.	Learners are actively involved in using language.
ROLE OF THE LEARNERS Learners spend their time copying and reproducing language written down by others	Learners learn how to use language creatively, responding in novel and authentic communicative situations.
APPROACH TO LANGUAGE Grammar is taught as rules to be memorized	Grammar and vocabulary are taught communicatively so learners can use the grammar to express different communicative meanings
USING LANGUAGE TEXTS Learners listen to and read specially written classrooms texts. They have difficulty comprehending authentic language outside the classroom	Learners study authentic texts and learn to use genuine language outside the classroom.
RESOURCES FOR LEARNING Learners have to rely only on the text-book as an aid to language learning	Learners use a specially written, well illustrated textbook plus self-study workbooks, cassette tapes, and video-taped materials
APPROACH TO LEARNING Learners don't learn how to become better language learners on their own.	Learners learn a range of effective language learning strategies and are shown how to apply these strategies to their own learning outside the classroom
CLASSROOM ORGANIZATION Learners sit in rows facing the teacher and spend most of their time repeating what the teacher says. They don't learn how to express their own ideas.	Learners work in a small groups and pairs, learning skills of cooperating with others and how to express their own opinions, ideas, and feelings
ASSESSMENT Teacher alone assesses the student's progress. Learners do not develop ability to assess what they have learned	Learners are trained to assess their own learning progress, and can identify their own strengths and weakness

According to Brown (2007), there are seven principles for teaching speaking. They are as follows:

1. *"Focus on both fluency and accuracy, depending on your objective"*
   In any kind of activity created, the teacher should drill it as meaningful as possible in order not to bore the students.
2. *"Provide intrinsically motivating techniques"*
   By stating the objectives or the achievements that the students will gain after doing the task will make them motivated to do the task.
3. *"Encourage the use of authentic language in meaningful context" Always try to bring the materials or drills to the real situation context*
4. *"Provide appropriate feedback and correction"Always give suggestions or input on how to do the task in the end of the activity*
5. *"Capitalize on the natural link between speaking and listening" Listening and speaking are taught integrated*
6. *"Give students opportunities to initiate oral communication" Always encourage and provide chance to the students to start the communication themselves*
7. *"Encourage the development of speaking strategies"*
   Such strategies are using: paraphrases for structures one cannot produce, appealing for assistance from the interlocutor, using formulaic expressions like 'How much does it cost?' or How do you get to the __?', using mime and nonverbal expressions to convey meaning, 'What' to ask clarification, 'Huh?' or 'Excuse me?' to ask repetition, 'Uh', 'I mean', or 'Well' to gain time to process, 'Uh-huh', 'Right', 'Yeah', 'Okay', or 'Hm' to maintain the conversation, 'Hey', 'Say', or 'So' to get someone's attention,

Method of Research

In conducting this study, the writer used descriptive method to describe the real fact as the result of how video recording method is being used in order to improve students' speaking skill and to find out the ways video recording method improve students' attitude toward English. As Best & James (1993) stated that a descriptive study describes and interprets what it is. It means that it concerns with the conditions or relationships that exist, opinions that are held, processes that are going or facts that are evident, or trends that are developing. Using this method, the writer wanted to describe the real fact whether or not video recording method can improve students' speaking skill and attitude toward English.

Subject of the study

Since it was a class action research, therefore the writer did the research in her language classroom taught by her at Business Administration Department, one of nine majors in Polsri. In the academic year of 2013/2014, Business Administration Department has 20 classes, 8 classes for the 1st semester, 6 classes for the 3rd semester, and 6 classes for the 5th semester. Each class by average had 23 to 25 students.

For the subject of this study, the writer had only threeclasses (table 1) from the total 8 classes in the 1st semester. The total students in these three classes were 72.These three classes were chosen because the writer taught in these classes. Since, the writer had certain purpose, therefore it was just like taking sample by using purposive sampling technique. Purposive sampling technique is selected not the basis of strata, random or area, but based on certain purposes (Arikunto, 1993).

Techniques for Collecting and Analyzing the Data

In collecting the data, the writer used observations, interviews, and simple-designedquestionnaires then analyze it by using descriptive methodand frequency analysis. To gain the students' speaking score, the writer used Oral Proficiency Scoring rubric (Brown, 2004) with five criteria as the target. They were grammar, vocabulary, comprehension, fluency, and pronunciation with score range 1 to 5 for each criterion. Then, the total score would be multiplied with four in order to get the student's speaking score.

DISCUSSION

How Video Recording Method Used in order to Improve Students' Speaking Skill

The Preliminary Observations, Interviews, and Questionnaires Result.

The ultimate goal of learning a language is to be able to comprehend and produce it in unrehearsed situations, which demand both receptive and productive creativity. But at the beginning level, it is far beyond possible to do so. Beginning students are highly dependent on the teacher for models of language, and so a teacher-centered classroom.

Based on the writer's preliminary observation, the writer found that the freshmen taught were still at the beginning level. It was known from the students' speaking score by using Oral Proficiency Scoring rubric (Brown, 2004) with five criteria as the target. Each target had score range 1 to 5 for each criterion. Then, the total score would be multiplied with four in order to get the student's speaking score. Finally, the students' speaking score were converted with POLSRIgrading score range that can be seen below.

ISSN: 1979-0759

Table. 2

Score Range	Letter	Meanings
80-100	A	Good
66-79	B	Medium
56-65	C	Enough
45-55	D	Not Enough
≤ 44	E	Failed

A speaking task was given by the teacher by asking each student to tell, describe or give any kind of information he/she could from a picture shown by the teacher in not less than one minute. The picture was a picture of a fashionable teenager girl, who was smiling, had long hair, had glasses hanging on her blazer, and wearing blazer. Beside the picture, there was the girl's identity.Picture-cued Description was chosen by the writer because picture cues required no prior preparation on the part of the student, and were able to be used to elicit the language functions, such as describing, giving information, or giving an opinion. Moreover, O'Malley and Pierce (1996) also states that picture cues can be used for assessment of individual students and are probably the most appropriate for beginning and intermediate learners. From 72 students, there were 12 students got 'C', eight students got 'D', and 52 students got 'E'. Therefore, it concluded that the freshmen were still in the beginning level.

In every next meeting, the teacher always gave a brainstorming activity before starting the lesson, but there were only few students wanted to try to give their opinion. Yet, the students who tried to give their opinions at the first time had reluctance to try at the next brainstorming. It was happened because they needed time and had great difficulty to transfer their idea into English language.In line with Tsui (1996), she also states that the extended wait time of the teacher made the responding student embarrassed and discouraged him/her from volunteering in the future.

Every time when it came time to practice a dialogue in front of the class, one group, consisted of three to four students, could spent much time to practice their dialogue. There would be repetition over and over again because one of the students failed to remember his/her dialogue line (in this case, the teacher had to let the students saw their lines on their notes by perforce which make the practice became ineffective),or laughter from the other students which made the practicing group laughed, felt shy, or angry. Therefore, it would spend more time to calm down the audiences and encourage the practicing group to start or repeat their practice. Unfortunately, it affected the time allocation for the dialogue practice where at the first time was only one meeting needed, became two meetings needed. The other groups who were waiting for their turn did not pay attention with the practicing group performance since they were busy memorizing their lines and were tense waiting for their turn, meanwhile the other groups that had finished practicing became boring, and then they were busy chatting with their friends. These are some of the negative effects due to the repetition over and over again, yet the students' proficiency are still in the beginning level. Moreover, the waiting time made the students became boring and lazy. Since they also did not pay attention with the groups' performance, it caused the listening skill that naturally coincides along with speaking failed as well. Therefore, the objectives to gain vocabulary practice and comprehend contextual conversation skill were also failed.The students remain thinking that English and how to speak in English were difficult because they had lack of vocabulary or phrases as their asset to initiate or respond to the teacher's question.

The next step was interviews in order to gain data about why the students became reluctance speakers in class. From the interviews, the writer found that the reasons were the hesitant feelings to try since other students also remained silent, the lack of confidence, the afraid feeling of being embarrassing, the perception of their poor English, the shy feeling, the awareness of less grammar, the awareness of less vocabulary, anxiety feeling, the lack of understanding, and the ignorance.

The questionnaire consisted of six questions. The purpose of the questionnaire was as additional data in order to relatethe students'English prior knowledgeas their asset to face the English subject in college that contributed with their attitude toward English. The first and the second questions were formulated to know whether the students had English lesson in their elementary school or not, and in which grade they start studying the English lesson, since in Indonesia English is an optional subject in Elementary school. From the 72 students, there were seven students did not have English lesson in their Elementary school, 12 students had and study the English lesson in the 4^{th} grade, four students had and study the English lesson in the 5^{th} grade, and 49 students had and study the English lesson in the 6^{th} grade. The third questions was formulated to know the total hours of English lesson in a week when they were still in junior and senior high school. For this question, all of the students had the same answers. There were two hours in a week when they were still in junior high school, and there were four hours in a week when they were in senior high school.The fourth question was formulated to know the students' opinion whether they like English subject at their senior high school or not, and they should give the reason. There were 42 students disliked and 30 students liked English subject at their senior high school. The reasons were varied. Killer teacher, boring lesson, much exercises of grammar, boring activity, were most reasons from the students who disliked English subject, while patient teacher, handsome teacher,

fun teacher, fun class activity were most reasons from the students who liked English subject. The fifth question was formulated to know the students' opinion whether their English proficiency gained in their schools were sufficient enough as the asset to face the English subject in their college now and they should give the reason. There were surprisingly 58 students thought that they did not have enough English proficiency gained when they were still at schools as the asset to face the English subject in their college now, because in their college, they should be more active in speaking as most reasons the students wrote. The sixth question was formulated to know the students' opinion whether they like English subject at their college now or not, and they should give the reason. There were 58 students disliked English subject at their college now because they were afraid to speak due to their lack of English knowledge, and there were 14 liked it because the teacher was patient, fun, and easy to understand what the teacher said because the way the teacher spoke was slowly. Based on the findings of the questionnaires, the writer drew a conclusion that students' speaking reluctance has relation with the English prior knowledge that influences their attitude toward English in a classroom task involving speaking.

TheVideo Recording Method Procedure

Before starting the use of video recording method, the writer socialized the information of the method to the students, where instead of practicing the conversation in front of the class directly, the students would just shown their video of the recorded conversation. It could happen since the classroom were also equipped with in focus and screen. To make the video, the teacher and the students discussed the script dialogue that the students wanted to practice in their conversation based on the next topic to learn. It meant the students always had to know the next topic for the next meeting, and learned independently by discussing itand designed the draft script with their group.Therefore, the students met with their group to discuss the script outside of the language class hours. Then in the classroom, when it came time for the 'next topic' to learn, the students gave the script to the teacher. After that, the teacher corrected the grammar or changed the sentences with other more simple sentences, then discussed the script with the students again. In this script discussion activity, unconsciously, the students were having a 'brainstorming activity' with the teacher. The 'brainstorming activity' ran effectively since the students had already known the topic, and it was about 'their own project discussion' which made the discussion ran smoothly and in a more friendly situation. It is in line with Tsui (1996) that found the key to encouraging students to communicate was to create a low-anxiety classroom atmosphere. Finally, the teacher signed the script as approval symbol (when there were no more errors) for the students to use the script in their video conversation. Rules were made for the video recording method. They were no script allowed in the video, the students should act as natural as possible, and in the video, there was only the correct final version. It meant, while the students were recording the conversation, they could not bring the script along with them in their performance because they should create as natural and authentic situation just like in the real situation as possible, and if there was error, they had to retake their shooting. In order to prepare the video, unconsciously, the students spent more hours to practice their English proficiency specifically their speaking skill. They also became more creative. By creativity, the writer means the courage to initiate few questions, comments, and volunteer in giving opinion.

When it came time to watch the video, it was always as exciting as the first time watching their very first video, because they always had new topic and automatically new situation, soevery watching experience would always like watching the very first video. From the teacher's observation, the teacher found that the class situation became more enjoyable, fun, and lively exciting. After, each group's video had been watched, the teacher gave questions that related with the group's dialogue to the students, and ask them to answer orally. It could happen because, in the watching activity, the students did not have other activity than just watching excitedly. They listen to their own dialogue and their other friend's dialogue attentively.In this activity, unconsciously, the students also practiced their listening skill. Since the video conversation only had five to ten minutes duration, therefore all of the groups' performances were able to be watched in only one meeting, where it was not possible when the dialogue was practiced directly in front of the class. Finally, after the question session, the teacher always gave input to the students about their performance

.

The Use of the Video Recording Method in Improving the Students' Speaking Skill: The Follow up Observations, Interviews, and Questionnaires.

Based on the explanation above, in order to prepare the making of the video, the students should meet with their group outside of the English teaching hours to discuss their script together. In this situation, they had practiced their English knowledge moreoften than before. They did not just practice in class discussion but they also practiced outside of English teaching hours. Since they had to make dialogue script for the next meeting topic, so they had to learn the topic for their next meeting. It affect the 'brainstorming activity' when it came

time the 'next topic' discussion, the students became active in participating in the discussion since they had known the topic.They became more creative. By creativity, the writer means the courage to initiate few questions, comments, and volunteer in giving opinion.According to Nunan (1999), repeated practice may improve further the performance and may indeed be a pleasant and motivating experience. When they were recording their videos conversation, the recording processes gave the opportunities to use language in situations based on everyday life. This is in line with O'Malley and Pierce (1996) that said teachers need to use assessment tasks that are as authentic as possible. In the watching activity, the students not just watched but also listened to the video conversation attentively, since the teacher would give questions related to the video. In line, Nunan(1999)also stated that prior experience as a listener helps speakers improve their performance as a speaker.

For the next step, the writer made follow up observations, interviews, and questionnaires. From the observations, after the use of the video recording method, it was found that the students could answer the teacher's questions faster without taking much time to think of the answers. From the reluctance speakers they became more active speakers. There were only two questions for the interview. The first question was formulated to know the students' opinion about the current English lesson. All of the students answered that they likedthe current English lesson with almost the same reason because it was more fun. The second question was formulated to know the students' opinion whether they agreed or disagreed that the use of video recording method improved their speaking skill, and they should give reason. All of the students agreed that the use of video recording method improved their speaking skill, with on the average had the same reason. It was because they were forced to read the English module to make their script, where at the beginning they always counted on the teacher to explain the new topic because they were lazy to read the new topic for the next meeting. But, it was worth since they could active in giving comment or answers in the discussion, where at the first time they were shy, afraid, or had no idea what to say. And the making of the video also made them had to memorized the script, and surprisingly the memorized sentences were lasting longer than when they memorized their lines for practicing directly in front of the class. For the questionnaires, the writer used a Likert-scale questionnaire. The first statement 'I like the use of video recording method' had 100% total of agreement. The second statement 'Since the video recording method has been used, I can speak more fluent' had 100% total of agreement. The third statement 'Since the video recording method has been used, I can answer teacher's question faster' had 100% total agreement. And the last statement 'Since the video recording method has been used, I can give opinion actively in class discussion' had 100% agreement.

For the follow up assessment, picture-cued description was still used. As O'Malley and Pierce (1996) said that Teachers who wish to monitor student progress should plan toincorporate assessment into their instruction regularly so that a small amount of information is collected on individual students periodically over time and across a variety of oral language tasks. (p. 65)

With the same technique with the previous one, from the 72 students, there were 28 students got 'C' and 44 students got 'B'. From the findings, it was found that the use of video recording method improves the students' speaking skill due to the increasing speaking score.

How Video Recording Method Improves Students' attitude toward English

Based on the follow up observations, interviews, and questionnaires findings above, it was found that since the video recording method had been used, all of the students started to like English, becauseit made the teaching and learning process became more fun. The students did not feel bored anymore in practicing dialogue or watching practicing group. They were always excited in practicing dialogue or watching practicing group. They became more creative. And since their speaking skill increased, they had more self-confidence in actively giving opinion in class discussion. From the bad attitude such as bored, lazy, inactive, inattentive, lack of self-confidence, changed into the good attitude such as excited, creative, active, attentive, and more self-confidence.

Conclusion

Based on the findings above, it can be concluded that the use of video recording method has improved the students' speaking skill and their attitude toward English. The students have increasing speaking score from 'C', 'D', and even 'E' become 'C' and 'B'. The students' attitude changed from bad to good attitude.

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