

**USING TALKING BOOKS TO IMPROVE THE SEVENTH GRADE
STUDENTS' SPEAKING ACHIEVEMENT OF
SMP MUHAMMADIYAH 11 ROGOJAMPI**

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ABSTRACT

This research was intended to improve the students' speaking achievement. The setting of the research was SMP Muhammadiyah 11 Rogojampi and the subject was the seventh grade students in class VII B. It was chosen as the subject of the research because there were 15% from 23 students who reached the minimum passing grade that was 70. It happened because all students did not have background of English, lack of motivation and lack of vocabulary. The design of this research was classroom action research was conducted in two cycles with each cycle had four steps and three meetings. Those steps were preparation, implementation, observation, and reflection. And the three meetings, namely two meetings for teaching and one meeting for speaking test. In cycle I, the result of the speaking test was 32% or 6 students who reached the minimum passing grade. It means the first cycle achieved the target of the research. Meanwhile for cycle II, the result of the speaking test was 47% or 8 students achieved the minimum passing grade. It means the result of the speaking test in cycle two also reached the target. The teaching steps in this research were observing, questioning, associating, experimenting, and communicating.

Keywords: *Speaking Achievement, Motivation, Vocabulary, and Talking Books*

Introduction

In Indonesia, English does not become a primary requirement yet, although English has been taught as a compulsory subject in every education level for metropolitan and for suburb, English is taught from junior high school. The government and the institutions hope the students can use their English that they obtain from school for communication. In fact, average of students does not understand and cannot use it

for communication and this is a big problem which is faced by the government and the institutions to be solved. This condition also influences the government and institutions' preparation in providing good human resources for welcoming globalization.

Communication using languages can be conducted in two ways: orally and written form (Widiati and Cahyono, 2009:2). As one of ways in English communication, speaking is absolutely needed but not all people can do it. Speaking itself has purpose for expressing an idea or opinion orally. English in Indonesia as a foreign language, and it is not strange why learning English is absolutely difficult for students.

Based on the explanation above, to master speaking needs learning hard and solves the factors that make it difficult. The teacher should use the suitable teaching media or method, so the students are enthusiastic and the environment surroundings the students also support to practice English speaking. Many students in every education level want the solving of the factors like those, especially the seventh grade students of junior high school feel that speaking is very difficult because they might never get English before as in elementary school and the English teacher in junior high school does not use a good teaching media or method.

Using a suitable teaching media (technology) is one of the ways to help the students in increasing English speaking skill. According to Pun (2013:30) with the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. In addition, Renandya (2013:18) mentions that there are four media (technology) can be used for teaching English to the students. Those are; digital books, podcast, youtube, and talking books.

Talking books are one of media (technology) that can help the English teacher in teaching English because they are displayed using good interpretation, telling an interesting story, and using subtitle. Mulders (2004:3) states that talking books are a great literacy activity made on the computer using programs to add text, pictures and sound. Talking books are chosen as the teaching media because have benefits such as easy making and easy using for English learning. They are easy making because we only take picture, put in computer and arrange with sound and subtitle. Most of the talking books are form Microsoft word, Power Point, and video therefore easy using.

Code Switching

Code switching is a term that frequently comes across when discussing about linguistics. Code switching can be defined as using two languages at the same time when speaking. According to Hoffmann (1991a), code switching is generally described

as the change of using two languages or language diversity in the same spoken time or conversation. Code switching frequently happens in an informal discussion between two people who know each other with the same academic, cultural, social, and economic background.

The same origins becomes the factors someone uses code switching in the conversation due to there is no obligation to use monolingual. Moreover, the use of code switching is considered more contemporary and following the era. Today, this assumption is increasingly widespread since English is progressively spoken in the global communication. Regarding to the types of code switching, Milroy & Muysken (1995:31) divide them into three categories. Namely, inter-utterance code-switching, inter-sentential or intra-sentential code-switching, and segmental or unitary code-switching.

On the other hand, Hoffmann (1991b) differentiates the types of code switching into five classes based on the area where the language is used. Those are intra-sentential, inter-sentential, establishing continuity, emblematic, and involving a change of pronunciation features. In Indonesian language (Bahasa), there are many types of English code switching is found a lot inserted in daily communications by Indonesian people. It can be seen either in a spoken language or written language.

In the spoken language, English code switching is often inserted both formal and informal conversations. Whereas, the printed format can be found in a chat and status or news feed through social media, such as *whatsapp*, *blackberry messenger*, *facebook*, *twitter*, and others. Some articles and news in the newspaper and magazine also use English code switching. In general, English code switching can be happened in many conversation opportunities anywhere, such as in the meeting room, market, restaurant, school, etc.

The Role of Media in Learning

Media are able to help achieve many purposes in activity of obtaining knowledge. The order is likely dependent on the existence of a teacher (i.e., instructor directed). Exactly in this order, media are very useful or not need a teacher. For example; student-directed instruction or named “self-instruction” although this order is in reality also needs a help of a media maker (Heinich et al, 2002:11). Therefore, media in this research has roles to help the teacher in teaching English speaking and to ease the students in learning English speaking.

Types of Learning Media

Generally, media have many types and always used in our life. Buckingham (2003:3) says that the term 'media' includes the whole range of modern communications media: television, the cinema, video, radio, photography, advertising, newspapers, and magazines, recorded music, computer games, and the internet.

Media in learning which is usually called media education are not strange thing for us because they are often used as one of learning equipment. According to Heinich et al (2002:6) most recently, for example, the computer and the internet have invaded instructional settings. Such tools offer powerful possibilities for improving learning. The teacher, however, makes the difference in the integration of media and technology into this process. In this research, the types of media are classified as follow; Visual Media, Audio, Video, Computer, and Multimedia.

The Definitions of Talking Media

Talking books are a great literacy activity made on the computer using programs to add text, pictures, and sound can be used with all levels from children to adult learner (Mulders, 2004:3). Talking books are very interesting for the students who are learning English because it displays pictures, photos, drawings, animations, subtitle, sound effects and video. By those features, make this media are very useful for English learner in English learning. English learning that is usually boring, can be interesting with the features of this media. Talking books are also easy media that are able to be made by everyone and the material inside the talking books can be adjusted with the students' condition. It looks from the way to make this media which only need computer and combine several subjects like pictures, photos, drawings, animations, texts, sound, and video with adjusting the topic of the material. Talking books are also called as multimedia because they combine several kinds of media. According to Crowther (2003:3) feature of multimedia, such as being multi-sensory-having sound effects, still and moving pictures-and interactivity mean that they can cater for a range of learning styles. Therefore, talking books can be concluded as multimedia that is able to help the students in understanding English easily.

In this research, talking books are made by the researcher with learning material based on the students' book by adding sound uses the researcher's own voice to make the students know the appropriate pronunciation of the text in the students' book and it is developed by using software Ulead VideoStudio 11.

The Advantages and Disadvantages of Using Talking Books

Talking books as a multimedia have the similarity with video, because both of them have same several features. In the past, video consisted of moving picture only and it makes people are not interested. But recently, video consists of moving picture, text and sound effect. Even if, both of them have same several features but talking books emphasize on the picture display while video on the moving picture.

Talking books have some benefits if they are compared with other media. Mulder (2004:8) describes the benefits of talking books as follows:

1. They help learners that are new or struggling readers,
2. You can create books in Aboriginal languages,
3. They help learners to put on paper that which they want to say,
4. Typing and pasting pictures and clip art makes the process fun, motivating and creative,
5. Publishing creates ownership of words and meanings,
6. They build learner self-esteem,
7. Digital photography brings the learners, their communities and lives to their writing,
8. Once you make a talking book, it can also be printed for use off the computer.

According to Crowther (2003:9), using multimedia has the following added advantages: (1) spoken language is easier to access on CD or computer. Audio cassettes were made for some books, recording first one language, then the other language, then both languages page by page. This is still a useful resource as pupils can take them home with the paper version of the book to share with their family. In some cases, parents may be developing their own literacy skills in one or both languages alongside those of their children (2) child can set their own pace when listening (3) it brings community languages into the classroom for all to hear and share (4) using a computer raises the status of their first language in the eyes of the child and his or her peers. Talking books another have advantages, they also have disadvantages such as; (1) needs electronic equipment (2) needs more time to reform the material from the lesson to the talking books form and (3) depends on the electric source.

Those explanations have described about the advantages and disadvantages of using multimedia as learning media, especially for talking books. In summary, talking books are more suitable than other learning media because talking books can be created with adjusting learners' need.

The Teaching of Speaking

Speaking is one of productive skills in English teaching and learning process another writing skill. In addition, Brown (2003:140) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. It is very difficult for the students who are learning it because expressing an idea orally is not as easy as turning back the palm. The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot' (Harmer, 2008:269). Therefore, many students still feels that speaking skill is the crucial subject in learning English.

Knowing this problem, the English teacher should be creative in teaching English speaking skill. He does not only use a common method, approach, technique and media, but also follow the development of the recent teaching method, approach, technique and media. Besides that, the English teacher also has to encourage the students to speak English on their daily activities. By this way, the students' brave to speak English and speaking skill can improve too. It does not matter if they have bad grammar, unfit vocabularies, or mispronounce. The teacher should convince the students that making errors is absolutely normal thing in learning anything. In the other hand, the teacher must also give a feedback and explanation for every error that is done by the students after they finish their speech. Those are better than giving correction every time as the students make errors in their speech. After those all done, the teacher must apply the recent teaching method, approach, technique and media have been owned to reach the main goal in teaching speaking namely speaking achievement.

Speaking achievement is the main goal which should be reached by the students after teaching and learning process. Speaking achievement is formed by two words, those are speaking and achievement. According to Hornby (1995:8) achievement means something done successfully with effort and skill. It can be concluded that speaking achievement not only about the total of score that is reached by the students but also the improvement of the students' speaking skill which is implemented on their English conversation communicative and accurately.

Research Design

The term 'research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and

reaching certain conclusions either in the form of solution(s) towards the concerned problem or in certain generalizations for some theoretical formulation (Kothari, 2004:1). This research has main purpose in improving the seventh grade students' speaking achievement. Therefore, this research is classified as classroom action research. Zuber-Skerritt (in Cohen, Manion, and Morrison, 2007:299) suggest that action research is critical (and self-critical) collaborative inquiry by reflective practitioners being accountable and making results of their enquiry public self-evaluating their practice and engaged in participatory problem-solving and continuing professional development. Verma and Mallick (2005:12) define action research is apply the theory on specific problem which conducted in a single classroom or a group of children. In other words, classroom action research is a research that begins because a problem which is found by the teacher or the researcher in the classroom and tried to solve the problem by using a new method which never used before.

Classroom action research has cycles with some steps should be done by the researcher. This classroom action research is going to be conducted collaboratively between the teacher and the seventh grade English teacher of SMP Muhammadiyah 11 Rogojampi. This research has four steps in each cycle, they are; Strategic planning; Action (i.e. implementing the plan); Observation, evaluation and self-evaluation; Critical and self-critical reflection on the results of points 1-3 and making decisions for the next cycle of action research (*Zuber-Skerritt in Cohen, Manion, and Morrison, 2007:303*).

Reflection and Revision

In the reflection step, the teacher and the researcher discussed about teaching and learning process had been conducted. It was conducted in each cycle of the action research. Reflection step purposed to know the weaknesses and the strengths of the first cycle.

Meanwhile, after getting the result of the teaching and learning process and find the weaknesses and the strength of the first cycle, the researcher revised them. It was conducted to prevent the failure in the next cycle.

Result of the Study

Based on the result of speaking test, it could be seen that students were very enthusiastic to learn English and follow the teacher's instruction in learning process. It happened because in the beginning section of learning process, the teacher showed

talking books as the learning media with the topic based on the students' book. The students felt there was something new in their English learning media. They thought that this learning media helped them in learning English easily, especially in learning of English speaking. Talking books themselves were very interesting because they displayed pictures, photos, drawings, animations, subtitle, sound effects and video. According to Mulders (2004:8) talking books have benefits such as; they help learners who are new or struggling readers.

In the speaking test, the result of the students' speaking test also showed the improvement day by day. It happened because the students were very interested and gave good participation in English learning process by using talking books. It was not strange if they understood the English subject was easier than before and did the speaking test well, although they did not get perfect score but reached the minimum passing grade. Crowther (2003:1) said talking books have combination of text, pictures, photos, drawings, animations, sound effects and video. These features that made the students more participated and understood when they were in English learning process.

From the statement above, it showed that the use of talking books as learning media not only improve the seventh grade students' speaking achievement but also activate them in teaching and learning process.

Conclusion

Based on the result of the classroom observation and the speaking test in the cycle I and the cycle II, it could be concluded that using talking books could improve students' speaking achievement. It could be seen from the result of the speaking achievement in the cycle I that was 32% students achieved the minimum passing grade (70). And the result of the speaking test in the cycle II that showed 47% students achieved the minimum passing grade. It also could be stated that from the speaking test in the last cycle there was improvement 15% from the result of the speaking test in the previous cycle. The result of this research had reached the target of the study that was 25% that was required in this research. In conclusion, the use of talking books can improve students' speaking achievement on the seventh grade of SMP Muhammadiyah 11 Rogojampi.

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