



**THE USE OF *SOUNDCLOUD* FOR IMPROVING THE
STUDENTS' MOTIVATION IN SPEAKING ENGLISH**

**(A Classroom Action Research of the Eighth Grade Students of
SMP N 1 Tahunan in the Academic Year of 2014/2015)**

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لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

La yukallifu Allahu nafsan illa wusAAaha

Allah does not charge a soul except
[with that within] its capacity.

لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

laha ma kasabatwa AAalayha ma iktasabat

For it is that which it earns (of good) and
against it that which it works (of evil).

“Never lose hope, miracles dwell in the invisible” (RUMI)

*To my beloved parents, my beloved
brothers, my beloved sister, and my
friends.*

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ABSTRACT

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Keywords: Soundcloud, Speaking, Motivation, Classroom Action Research.

This final project is based on a study which was conducted to describe the effect of Soundcloud medium for improving the students' motivation in speaking English. The object of this study was the students of VIII F of SMP N 1 Tahunan in the academic year of 2014/2015. There were 36 students, consisting of 21 male and 15 female. The researcher conducted two cycles in the classroom action research. Each cycle consisted of three meetings. She used three instruments to collect the data. There were test, observation checklist, and questionnaire. Before the students were given the action, the researcher measured the students' skill and motivation in speaking English by giving pre-test and pre-action questionnaire. After the pre-test, the researcher applied Soundcloud medium in cycle I and II. In the learning process, the researcher observed the students' motivation by using the observation checklist. After the cycle II test, the researcher gave post-test and post-action questionnaire. Based on the data analysis, the researcher found out that there was the improvement of the students' motivation and speaking skill after applying Soundcloud medium in the classroom.

The percentage of the students' observation checklist in every aspect showed that the students' motivation in speaking English improved significantly. Meanwhile the mean score of pre-test was 64.9, and the mean score of post-test was 79.7. The increasing was 14.8 points. The post-action questionnaire showed that the students' motivation in speaking improved as well as the students' achievement in the speaking tests. From the results of the analysis, it could be concluded that Soundcloud medium improved the students' motivation in speaking English. Soundcloud medium is an interesting social medium for teaching speaking. The students became more enthusiastic during the class. The students' speaking skill was also improved. Soundcloud medium is recommended for English teachers to be used as a teaching medium in teaching speaking.

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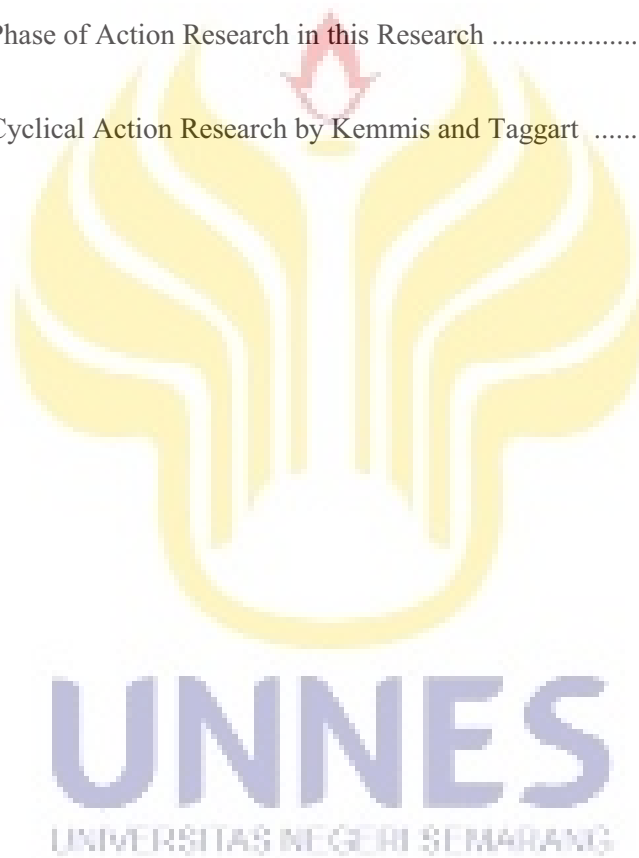
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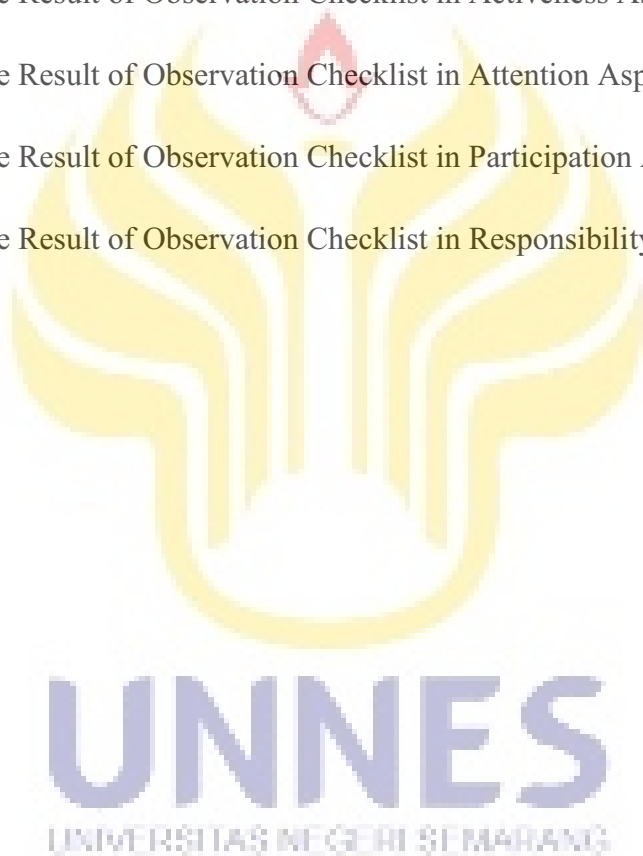
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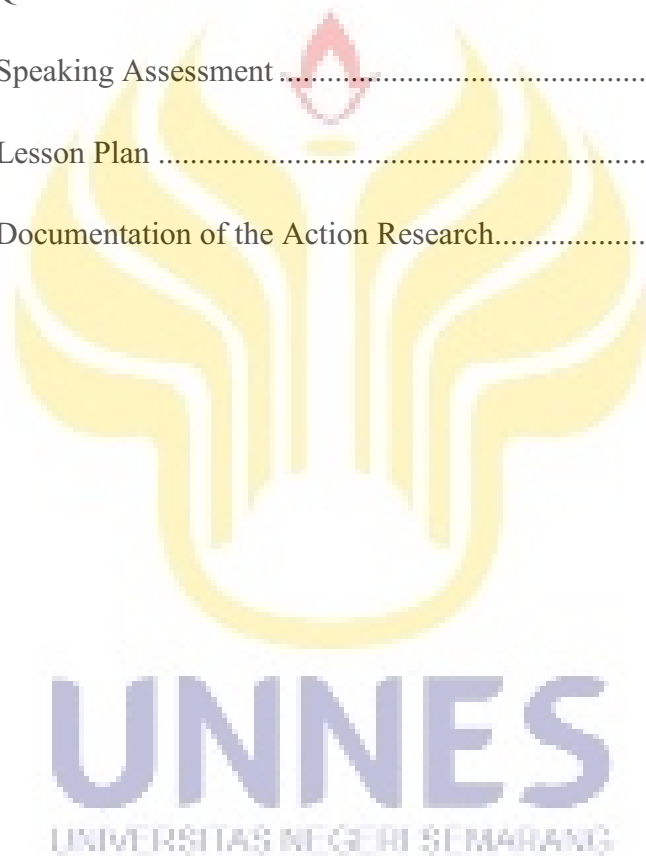
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CHAPTER 1

INTRODUCTION

This chapter presents introduction which consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, definition of terms, and outline of the study report.

1.1 Background of the Study

Nowadays, we live in the globalization era. This era has made us aware of the importance of global language as a means of global communication. English, as a global language, plays a central role in the globalization. It has been used widely as a means of communication in many countries. It is also used as a medium to relate with others in whole aspects of our life like business, science, technology, culture, and education.

In learning English, there are four skills that we have to master. Those are reading, writing, speaking, and listening. Speaking and writing are productive skills while listening and reading are receiving skills. In this study, the researcher will concern on speaking skill. Teaching speaking for students aims at giving extra knowledge as a source to develop their communication skill. According to Thornburry (2013:1) speaking is so much a part of daily life that we take it for granted. The first point to emphasize speaking is that speech production takes place in real time and is, therefore, essentially linear. Words follow words, and phrases follow phrases. Because of this, a good speaking will reach a good communication too.

English is considered difficult to be learned by the Indonesian students. Firstly, it is because English is different from their mother tongue. They have been speaking their mother tongue since their childhood. Therefore, they find difficulties in speaking English, as Fulcher (2003:24-25) said that learning to speak a second or third language is different from acquiring a primary language. Second language learners need knowledge of the language they will speak, understanding of the phonetic structure of the language at the level of the individual word, and understanding of intonation. Moreover, English is seldom used in their daily conversation, so it can decrease students' motivation to speak English.

The Indonesian students usually face various problems in learning English since the interpretation is influenced by their past experiences, language background, and culture (Hundelson, 1993:130). Many factors like students, teachers, methodology, etc can affect the success of the English teaching learning in Indonesia. The teacher should have alternative ways to teach speaking, so the students will not get bored. For example, he or she can use modern technology to make the students more interested in learning English than of the conventional teaching learning strategy.

Many students in Indonesia are passive in speaking because they are not supported by an appropriate medium. It affects their motivation in speaking English. The students' motivation usually depends on the teacher's way in delivering the materials. Thus, for increasing students' motivation, an appropriate

medium is very important to be used to reach a successful teaching learning process.

Based on the problems, the researcher is encouraged to apply a new medium for increasing students' motivation in speaking English. It uses "*Soundcloud*". *Soundcloud* is an audio discovery service based in Berlin. It allows anyone to upload, record, and share original work via social network. People can follow, like, repost, and add tracks to their personal playlists. They can also follow their friends and any other accounts that create songs, podcasts, or speeches, dialogues. All this activity take place in a News Feed-like homepage. Besides from the perspective of a listener, *Soundcloud* is a pretty great service. It's free, unless a power user uploads more than two hours of music onto the site. One thing that listeners like is that there are no advertisements. Unlike most YouTube videos, the users just click on a link and go straight to the content for which they come.

Dudenedy and Hockly (2007) stated that younger learners are growing up with technology, and it is a natural and integrated part of their life. For these learners, the use of technology is a way to bring the outside world into the classroom. Using a range of ICT tools can give learners exposure and practice in speaking skill. Moreover, the use of ICT in supporting language learning is a necessity, not only to improve the effectiveness and quality of education, but more importantly to enhance the ICT literacy for teacher and students as their life skill in the era of rapidly changing and progressing technology (Hartoyo, 2012). We live in the global era and students are more interested in using modern technology

than does not use technology for learning process and *Soundcloud* can be the choice for increasing students' motivation in speaking English.

1.2 Reasons for Choosing the Topic

Speaking is one of skills needed in the process of learning language. In the learning and teaching process, the students should not only give information in written text, but also they are demanded to give information orally. If the students only can listen to and write, how the students deliver information.

In this case, the students should be given an appropriate medium for supporting their speaking learning. The medium is going to make the students motivated in speaking English. Then, it can show how the development of the speaking skill.

Many media can be used to teach speaking, especially in English subject. One medium that can be applied by the teacher is *Soundcloud*. This medium is booming in this era and nowadays the students not only have this account, but also use it for showing their talent. That is why the researcher thinks that this account can be used as the medium to improve the students' motivation in speaking English.

1.3 Research Problems

The problems which the researcher wants to solve are:

- 1) How is *Soundcloud* implemented in the speaking class?
- 2) How does the use of *Soundcloud* improve students' motivation in speaking English?

1.4 Objectives of the Study

The study is conducted to achieve the following purposes:

- 1) to describe how *Soundcloud* is implemented in the speaking class.
- 2) to describe how the use of *Soundcloud* medium for improving students' motivation in speaking English.

1.5 Significance of the Study

This study is supposed to have significance contribution to the quality of the language teaching and learning, either theoretically, practically or pedagogically. The researcher hopes that this study will give advantages for teachers, students, and other researchers.

Theoretically, the result of this study is supposed to provide the teacher a new idea of *Soundcloud* as a teaching medium that can improve students' motivation in speaking English. *Soundcloud* gives its users an opportunity for showing their skill in singing, dialoguing, delivering speech, etc. It is very useful for making students to be active in speaking English.

Practically, the result of this study will provide *Soundcloud* as one of alternative teaching media which can be used for teaching speaking in junior high school. For the students, it may improve their motivation in speaking English, the students can see the difference when they are learning through classic media and modern media. For the teacher it is expected that the study can enrich the teacher strategy in teaching speaking English by using *Soundcloud*. For the researchers, it is hoped that the result of the study will be useful as a reference for other researchers.

The last, pedagogically, the study is expected to provide information to develop English teaching learning process, and also to give some contributions to improving students' motivation in speaking English. The researcher hopes this study can be useful for ESL learners to improve their motivation in speaking English.

1.6 Definition of Terms

This part discusses the definition of *Soundcloud*, the definition of motivation, the definition of speaking, and the definition of action research in general. It is used to avoid misunderstanding about the main problems.

1.6.1 Soundcloud

According to Berezna (2014), "*Soundcloud* is a social medium that allows anyone to upload, record, and share their speech, dialogues, debate, and other audio files via its built in social network". It shows that this social medium is very useful in supporting the teaching learning process especially in speaking skill and improves the students' motivation in speaking English too.

1.6.2 Motivation

Based on Dornyei (2001: 73), "motivation is as cyclic, going up and down (the atmosphere of feelings), affecting language achievement and being affected by it". From the statement above, it can be concluded that motivation is an important ingredient in the teaching learning process. Students' low motivation in learning will affect low achievement too.

1.6.3 Speaking

Brown (1994) and Burns & Joyce (1997) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also understand when, why, and in what ways to produce language (*sociolinguistic competence*).

1.6.4 Action Research

According to Burns (2010: 2), “Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts”.

1.7 Outline of the Study Report

The final project report is divided into five chapters.

Chapter I contains the background of study, reasons for choosing the topic, research problems, objectives of the study, the significance of the study, the definition of terms, and the outline of the report report.

Chapter II explains about the theoretical of study. The review of previous study related to the studies which have been conducted before by other researchers. The review of theoretical studies is such as: media, *Soundcloud* medium, *Soundcloud* as the teaching speaking medium, students' motivation, speaking skill, teaching speaking, teaching speaking in Junior High School, techniques to teach speaking, action research, the benefits of action research, and steps in action research. The last part in this chapter is the theoretical framework.

Chapter III contains the methods of investigation. They are research design, the subject of the study, the role of the researcher, research variables and hypothesis, instruments for collecting the data, procedure of collecting the data, and procedure of analyzing the data.

Chapter IV contains general description, results of the study, and discussion.

Chapter V contains the conclusion and suggestion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of the literature related to the research. Three important points will be described here: previous studies, theoretical review, and theoretical framework.

2.1 Previous Studies

There are some studies dealing with the use of a new medium for improving students' motivation in speaking English. The researcher chooses three previous studies which are relevant with this study that is the use of *Soundcloud* for improving students' motivation in speaking English.

The first study was done by Erydani (2008) entitled *Teaching Speaking Using "Living English" Conversation Video as Audio-Visual Media*. She used Lewin's Model of Action Research for her research. Erydani used *Living English* conversation to support the speaking teaching learning. The purposes of her study were to describe the students' mastery in speaking before and after the use of *Living English* conversation video and to analyze the improvement of students' speaking skill after being taught using the video.

There were two cycles in her research; she found that the students in SMAN 7 Semarang encountered difficulties in speaking English like choosing words and tenses to be used to express what was in their mind. The study had been conducted in seven meetings of 7x45 minutes including pre-test, three

meetings in cycle 1, three meetings in cycle 2, and a meeting for giving questionnaire.

As the results, she found that the pronunciation score was 74.71 in the pre-test, 74.46 in the first cycle and 76.46 in the second cycle. While grammar score was 73.58 in the pre-test, 74.94 in the first cycle and 76.41 in the second cycle. There was a little difference in vocabulary score, in the first cycle the score was 72.61 less than in pre-test (73.71), but it improved in the second cycle (74.95). In addition, fluency scores improved, they were 74.25 in pre-test, 76.05 in first cycle and 76.92 in the second cycle. Meanwhile the score in context aspect also improved that they were 73.41 in the pre-test, 74.76 in the first cycle and 75.87 in the second cycle. The average score of the students' speaking performance was measured based on those five elements; they were 73.20 in pre-test, 74.56 in the first cycle and 76.12 in the second cycle.

According to Erydani's study, improving students' speaking skill by using *Living English* conversation video as an audio visual medium is an interesting and attractive medium for the students to learn speaking English. Thus, the students' motivation in speaking English will be improved after using this medium.

In her study, Erydani showed that there was an improvement of students' speaking skill after being given treatments. It proved that the *Living English* conversation video was effective enough to support English lesson for the first year students of SMA N 7 Semarang.

The similarity between Erydani's study and the researcher's study is the use of a medium for supporting the teaching learning process, especially in

speaking skill. Both of the media used were very interesting for the students, and the students will be more interested in the subject, especially in learning speaking. On the other hand, the difference between Erydani's study and the researcher's study is the kind of the medium that is used. Erydani used a video, meanwhile the researcher uses *Soundcloud*. Although the kind of medium was different, but both of them can improve the students' motivation in speaking, and of course students will be more active in speaking too.

The second previous study related to the topic was done by Arumawati (2012) entitled "*Teaching Transactional and Interpersonal Conversation Using Short English Conversation Videos (Action Research at the Eighth Graders of SMPN 2 Tersono Kabupaten Batang in the Academic Year of 2011/2012)*". She used Lewin's model which was based on a basic cycle of activities. The purpose of her study was to describe how to use short English conversation videos in teaching transactional and interpersonal conversation to the eighth graders of SMPN 2 Tersono Kabupaten Batang in the academic year 2011/2012. There were preliminary observation, pre-test, cycle 1, cycle 1 test, cycle 2, and cycle 2 test. This research was conducted in two cycles. Each cycle consisted of three meetings.

In the first meeting that was preliminary observation, almost all of the students were still confused about the materials. They had problems in grammar, pronunciation, vocabulary, fluency and comprehension. The average of pre-test was 68. It showed that the pre-test score was lower than the KKM score because the KKM score is 75. In the cycle 1 test, the average was 72.1. It showed

improvement from the pre test. The improvement was 6.9 points. In cycle 1 test, the students looked more confident. Their grammar, vocabulary, pronunciation, fluency, and comprehension improved compared to the pre-test.

The result of cycle 2 test showed an improvement. The average of cycle 2 test was 79.3. This proved that the students' speaking skill was 7.2 points higher than the test in cycle 1. In general, their grammar, pronunciation, vocabulary, fluency, and comprehension improved.

From the result of each test, it can be seen that the students' speaking skill improved. The average of pre test was 65.2. The average of cycle 1 test was 72.1. The average of cycle 2 test was 79.33.

According to the researcher's opinion, using short English conversation videos to teach transactional and interpersonal conversation has some strengths and weaknesses. The strengths are short English conversation enabled the students to have authentic experience in a controlled environment; it also contextualized language naturally by bringing real life into the classroom; and short English conversation video made the students enjoy and interested in English teaching learning activities. So, the students were not bored with the classroom activity. The students were so enthusiastic to watch the videos. They could imagine what they were learning in the speaking class. They could more comprehend the expressions and what responses when they were performing a conversation. Finally, teaching transactional and interpersonal conversation using short English conversation videos gave significant contributions for teaching transactional and interpersonal conversation.

On the other hand, using short English conversation videos in teaching transactional and interpersonal conversation also has some weaknesses. Teachers have to provide the conversation videos that relate to the materials in the syllabus. Meanwhile, it is not easy to find the conversation videos that relate to the materials. In addition, the teacher will have problem in class if she cannot manage the class well because some students can make noise when the video is played. Arumawati's study and the researcher's study have simmilarity in the way for supporting the teaching learning process, in this case teaching speaking English. Both of them used a modern medium that could make the students more interested in the subject and they would not be passive in speaking class like when the teacher did not give the medium before. Meanwhile, the difference between these two studies is in the type of the medium. Arumawati used video as her medium, and the researcher used *Soundcloud* for supporting the speaking learning. Although the kinds of the medium used were different, both of them were very interesting for the students and it could improve the students' motivation.

The third previous study related to the topic is a journal from Madsa (2012) entitled "*Motivating Students' Speaking Skill Through Simulation in English for Specific Purposes*". This research was a qualitative research and employed two data collection methods, namely: class observation and questionnaire. The use of the two methods was meant to triangulate data that was to collect information using a variety of methods. The analysis of data would be done throughout the study.

This action research was conducted to find an alternate way to motivate the students to be more active in speaking class. In this research, the action plan that was implemented was simulation. In Business English Classroom, the students will perform tasks and carried out activities such as socializing, doing meeting, negotiating, and giving presentation. It was expected that the students could be motivated to perform the task and activities as they were rooted from real life events. It was believed that the more authentic the material is the more motivated the students will be.

This research aimed at using simulation in motivating students' speaking skill in English for specific purposes. The results showed that the students were highly motivated and they felt that they got enough practice as well as theory. Kinds of simulation that were effective in English Class were building company (making business plan), conducting meeting, doing negotiation and presentation. In addition, it was suggested that the lecturer should give feedback to the students, created materials in the form of hardcopy and slideshow and provided games and or other activities in the lessons.

As the result, this research found out some initial findings that were important to share. The simulation in English for Specific Purpose class conducted in Rattaphum College, Language Center showed:

- (1) Students were highly motivated with this approach. It was shown from their work on some assignments and tasks given with good result
- (2) Students were keen on attending the class as they felt that they got enough practice as well as theory

- (3) Students stated that their English improved in some ways
- (4) Students felt more confident
- (5) Students stated that the lecturer gave good assistant during the class
- (6) Students could achieve their expectation in learning English
- (7) Students stated that the equipment provided in class was very useful and easy to use
- (8) Students stated that this simulation approach can be continued with some improvement.

The similarity between Madsa's study and the researcher's study is in the purpose of the study. Both of them want to improve the students' motivation in speaking English. They want to make the students become active in learning speaking. In the teaching learning process, not only the teacher who should be active, but also the students. The difference between these two studies is in the way for improving students' motivation in speaking. Madsa improved the students' motivation through stimulating, meanwhile the researcher improved the students' motivation through using *Soundcloud* as the medium.

From the previous studies the researcher explained above, they gave her some references. Although the ways for improving students' motivation in speaking are different, they can help the researcher to find another teaching medium which can be used in teaching and learning speaking. The researcher brings an interesting teaching medium for the students in learning speaking English, and it is called *Soundcloud*. In addition, *Soundcloud* is an example of

social media that is booming in this era. Thus, the researcher uses it as the medium for improving students' motivation in speaking English.

2.2 Theoretical Review

This section presents theoretical background which consists of explanation and description about media, *Soundcloud* medium, *Soundcloud* as the teaching speaking medium, students' motivation, speaking skill, teaching speaking, teaching speaking in Junior High School, techniques to teach speaking, action research, the benefits of action research, and steps in action research

2.2.1 Media

Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex (Murcia:2001). In teaching and learning media include audio visual, game, graph, computer, board, picture, textbook, teacher, smells, tastes, and so on.

Kinds of medium that teacher uses are the important things to support the teaching learning process. It will give high improvement in the students' motivation. Students prefer using media to not using media, so the teacher has to be concerned in deciding what media that are appropriate to support the teaching learning process. From the explanation above, it can be concluded that medium is a kind of tools in order to support the teacher and to motivate the students in teaching and learning process. Students are expected to be more attractive to join the teaching learning process when they use media. In this study, the researcher

chooses *Soundcloud* as the medium to support the speaking teaching learning process, because it is an example of social medium that is booming in this era.

2.2.2 *Soundcloud*

According to Dudeney and Hockly (2007) technology is becoming increasingly important in both our personal and professional lives, and learners are using technology more and more. The use of Information and Communication Technology (ICT) in education, including language teaching and learning, is a positive response to the development of the information and communication technology in this third millenium. *Soundcloud* is an example of social media that is served for distributing someone's skill, like delivering dialogues, delivering speech, singing, debating etc. This social medium is commonly named as an audio discovery service.

Soundcloud allows anyone to upload, record, and share their speech, dialogues, debate, etc via its built-in social network (Bereznak:2014). The majority of the *Soundcloud*'s users are students. That is why *Soundcloud* is an appropriate social medium for supporting the teaching learning process and improving students' motivation especially in speaking skill.

2.2.3 *Soundcloud as the Teaching Speaking Medium*

As the *Soundcloud*'s users know, *Soundcloud* is a free and award winning new social medium for learning to speak English. This account gives a chance for its users to show their talent such as singing, speeching, dialoguing, debating, etc. *Soundcloud* contains lessons that give special attention for speaking English. This social medium provides a large amount of audio content.

As stated in Bereznak (2014), a thing listeners like is that there is no advertisements. Unlike most YouTube videos, the users just click on a link and go straight to the content for which they come. It shows that *Soundcloud* is very useful in supporting the teaching learning process especially in speaking skill and improve the students' motivation in speaking English too.

2.2.4 Students' Motivation

In teaching learning process, motivation is the most important ingredient to reach its success. Teacher should do many things to enhance students' motivation. Students' low motivation is caused by uninteresting method that the teacher uses in the teaching learning process. Thus, the students' motivation in learning depends on the teachers' technique in teaching learning activities. By using interesting media, students' motivation in learning English will increase and have an effect in their achievement.

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behaviour (Maehr and Meyer: 1997 in Brophy: 2004). The researcher believes that the students who have high motivation will not get the difficulties in learning speaking English while joining in the classroom.

Jere Brophy (2004) introduced four factors influencing the students' motivation, they are:

- 1) stimulation through modeling
- 2) communication of expectations
- 3) direct instruction

4) socialization by significant others (especially parents and teachers)

Motivation is one of the challenges for teacher to encourage the students in learning English. Sometimes, the students which have low motivation come to the classroom with frown, tired, hungry, and boring face because they think that the lesson is not interesting. This is the teachers' duty to overcome this problems. The teacher has to create a good environment in the classroom in order to keep the students' motivation. If there is no motivation from the students, they will find difficulties in learning and doing something. In addition, in enhancing the students' motivation, the teacher must pay attention to the students' behavior in the classroom.

2.2.5 Speaking Skill

Brown (1994) and Burns & Joyce (1997) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants, their collective experience, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speaking has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

Since speaking requires that learners have to know many aspects of language, such as grammar, pronunciation, and vocabulary and understand when, why, and in what ways to produce language as stated above, students in the eighth grade get some problems and difficulties in the speaking activities. The students' low motivation can also be because of the students' speaking performance. Students got many problems when their teacher asked them to perform their dialogue in front of the classroom. They felt difficult in using the correct expressions, turn taking, minding the grammar, and producing the correct pronunciation.

From the explanation above it can be concluded that speaking is a complicated and challenging activity, so in teaching speaking the teacher needs more skill and strategies which can be used to monitor the learners' speaking. The teacher has to determine the students' skills and knowledge that they already have and what areas need to be developed.

Brown (2004:142-143) stated that there are some important skills in speaking that should be implemented by a speaker, such as:

1) Macro Skills of Speaking

- a. Use communicative functions which are appropriate to situations, participants and goals
- b. Use appropriate registers implicature, redundancies, conversation rules, pragmatic conversations and other sociolinguistic features in conversations
- c. Use links and connections between events and communicate them as focal and peripheral ideas, events and feeling, new information and given information, generalization, and exemplifications

- d. Use facial features, body language, kinesics and other nonverbal aspects along with verbal language
- e. Use speaking strategies in communication, such as using key words, rephrasing, giving a context for interpreting the meaning of words, asking for help and assessing how the interlocutor can understand someone's speaking skill

2) Micro Skills of Speaking

- a. Express differences among English phonemes and allophonic variants
- b. Use chunks of language of different lengths
- c. Use English patterns of stress, words, in stressed and unstressed positions, rhythmic structure and intonation contours
- d. Express reduced forms of phrases
- e. Use adequate lexical units (words) to accomplish pragmatic purposes
- f. Speak in fluent speech at different deliveries
- g. Pay attention to one's own oral production and use various strategic devices- pauses, fillers, self corrections, backtracking, to achieve a clear message
- h. Use grammatical parts of speech (nouns, verbs, etc) systems (tense, agreement, singular and plural rules, word order, sentence patterns, and elliptical construction)
- i. Convey speech in natural constituents; in suitable phrases, pause groups, breath groups, and sentence constituents
- j. Convey a particular meaning in different grammatical forms
- k. Use cohesive devices in spoken language

Based on the definitions of speaking above, it can be concluded that speaking is someone's ability to produce speech that involves vocabulary, pronunciation, grammar, and the use of appropriate content. It is used as the way of communication to convey information, express ideas and opinion in order to make a social relationship with others.

2.2.6 Teaching Speaking

The students' ability in speaking English is an English teachers' duty. They have to guide the students to a point where the students can judge whether their sound productions are correct or not.

According to Harmer (2001:123), "...speaking activities provide rehearsal opportunities to practice real-life speaking in the classroom". In speaking activities, the function of classroom is as one of the communication settings. There are teachers, students, and media that are used for classroom activities. English teacher should provide proper activities and also media which can promote communication among students in the classroom. Interesting media and activities give big effects for the students' motivation in learning speaking English. If the activities and media that teacher gives are interesting, the students will be active participants in the classroom activities. On the other hand, an uninteresting medium and activity will make the students become passive participants in the classroom activities.

As stated in Brown (2001:271), there are six categories of speaking performance that can be applied to the kinds of oral production that students are expected to carry out in classroom, namely:

1) Imitative

In this type of performance, students are asked to repeat or imitate teachers' speech or the speech of tape recorder. Imitative speaking is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. Such activity is also called "drilling". Drills offer students an opportunity to listen to and orally repeat certain strings of language that may pose some linguistic difficulties either phonological or grammatical.

2) Intensive

Intensive speaking goes one step beyond imitative performance. It is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activities where learners are 'going over' certain forms of language.

3) Responsive

In this type, students may give short replies to teacher or ask questions or comments. Students' responses are usually sufficient and do not extend into dialogues. However, such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional dialogue is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5) Interpersonal (dialogue)

This type of activity is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (dialogue)

The students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This monologue can be planned or impromptu. This skill is used to develop students' global oral ability in producing spoken language which is more formal deliberative.

From the six activities above, the most speaking activities found in the eighth grade students of SMPN 1 Tahunan is "Interpersonal Speaking". In the school based curriculum for the eighth grade students, most of the speaking material is interpersonal conversation with the simple material, such as telling past holiday, asking for some help, etc. From the six activities suggested above, the English teachers can select one of them to be applied in the classroom.

Indonesian students usually face some problems when they are speaking English because in this skill they have to master some aspects, like pronunciation, grammar, vocabulary, and content. Brown (1994:256) mentioned characteristics of spoken language that can make it is difficult for the students:

1) Clustering

It is important for students to know that being a fluent speaker is not just producing speech word by word but in phrase. Students, therefore, must have the ability to organize their output both cognitively and physically through such cluster.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

They are special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a bookish quality of speaking.

4) Performance variables

Pausing and hesitation can be ignored in the spoken language. English native speakers insert certain fillers such as uh, um, well, you know, I mean, like, etc. in their “thinking time”. One of the differences between native and non native speakers of English is in their hesitation phenomenon.

5) Colloquial language

Students should get acquaintance with words, idiom and phrases of colloquial language and practice to produce the forms.

6) Rate of delivery

It is teacher’s responsibility to help learners to achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

Stress, rhythm, and intonation are parts of pronunciation. The patterns convey important messages.

8) Interaction

It is a must for teacher to help learners in developing the creativity of conversational negotiation.

Giving students opportunity to have conversations can develop students’ motivation in speaking English because conversations usually happen in a real time. The students need to repeat words or sentences many times and in

meaningful ways. The repeating of the conversation will make the students more confident to speak English and will increase the students' motivation in speaking English too. There are many techniques to make students motivated in studying and practicing English. Teacher should motivate and encourage students with interesting activities. Students can learn and try to speak again and again so that students can be active in speaking and they can speak English fluently.

2.2.7 Teaching Speaking in Junior High School

It is stated in School-Based Curriculum (KTSP) that English is a tool of communication in both spoken and written. Communication means understanding and expressing information, thinking, feeling, and developing science, technology, and culture. It is an ability to understand and produce spoken and written text which is realized in four language skills; listening, speaking, reading, and writing. These skills are used to respond or create society discourse. Therefore, English subject is instructed to develop those skills, so that students are able to communicate in certain literacy levels.

According to School-Based Curriculum (KTSP), English teaching in junior high school has aims as follows:

- 1) Developing students' communicative competence either in oral or written ways to achieve functional literacy level.
- 2) Developing students' awareness of the essence and importance of English to enhance competitive power of nation in global society.
- 3) Developing students' understanding about the relationship between language and culture.

Students are required to understand both simple written and spoken English. They should be able to express ideas in simple conversation in the form of transactional and interpersonal, interactive and non interactive, in formal and non formal situation, to communicate in daily life context. They also should be able to express ideas or opinion in transactional and interpersonal communication and sustain it in daily life context. Table 2.1 shows the example of competences in speaking of junior high school based on KTSP (School-Based Curriculum).

Table 2.1. The Examples of Competence in Speaking (Transactional and Interpersonal Conversation) Based on KTSP

Standard Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak.</p> <p>Mengungkapkan makna dalam percakapan dan transaksional (<i>to get things done</i>) dan interpersonal</p>

	<p>(bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>
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Based on the curriculum, students should be able to express and give response in transactional and interpersonal conversation. They also should be able to communicate in order to solve problems they face in their daily life. Expressing ideas or opinion in transactional and interpersonal communication is an important aspect in learning a foreign language like English and learners' success is measured in terms of their ability to carry out a conversation in English.

2.2.8 Techniques to Teach Speaking

There are several techniques used in teaching speaking. Using interesting media can be the choice in achieving a successful speaking teaching. It means that the teacher has to find interesting ways to attract the students' motivation in order to make them active in speaking English.

Brown (2001) proposes some principles for designing speaking techniques as follow:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency
- 2) Provide intrinsically motivating techniques
- 3) Encourage the use of authentic language in meaningful contexts
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies

The above principles suggest that an English teacher has bigger responsibility to create the speaking class environment, adopt many ways and encourage the students to open their mouths to speak. It means that the teacher has a big responsibility in motivating the students to speak English. The encouragement from the teacher can be a factor that makes the students be active or not in speaking English.

2.2.9 Action Research

According to Burns (2010: 2), action research is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’ that involves a self-reflective, critical, and systematic approach to exploring the teacher’s own teaching context. Another statement is from Fraenkel and Wallen (2008: 589) who stated that action research

is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.

Some researchers agreed that action research is effective for teacher training program. It can develop professionalism in teaching for the teacher. It can be concluded that action research is conducted by the teacher in a classroom in order to develop his or her professionalism in teaching. By doing an action research, the teacher knows about the situation while implementing a new way of teaching.

2.2.10 The Benefits of Action Research

As the researcher explained above, an action research is conducted by the teacher in a classroom in order to develop professionalism in teaching. Meanwhile, according Hine in Hensen (2013) action research has several advantages for the teacher and researcher. The advantages can be listed as follows:

- a. action research helps teachers develop new knowledge directly related to their classrooms
- b. promotes reflective teaching and thinking
- c. expands teachers' pedagogical repertoire
- d. puts teachers in charge of their crafts
- e. reinforces the link between practice and student achievement
- f. fosters openness toward new ideas and learning new things
- g. gives teachers ownership of effective practices

By doing an action research, automatically the researcher and the teacher have the data which consist of about the information of the students' result. The

analysis result can be used as decision to change the education system in the school. By doing so, the education system will be more effective in teaching and learning activity.

2.2.11 Steps in Action Research

Many reference books of action research describe that action research has variant models. Glanz (1998: 24) described action research as an ongoing process of examining educational problems in school setting. He explained that there are four guiding steps in doing action research, as explained below:

1. Select a focus, includes three steps:
 - a. Know what the researcher wants to investigate
 - b. Develop some questions about the area the researcher has chosen.
 - c. Establish a plan to answer questions.
2. Collect data

The researcher has to develop some research questions, know how he or she plans to answer them, and he or she is ready to gather information. The collected data must be transformed, so that the researcher can use them. The data would be collected from the students' observation checklist, students' test score, and students' questionnaires.

3. Analyze and Interpret Data

The researcher has collected relevant data. Then, he or she needs to begin the process of analysis and interpretation in order to arrive at some decisions.

4. Take Action

The researcher has reached the stage at which a decision must be made. In this stage, he or she has answered the research questions about the research topic he or she has chosen before. There are some possibilities as listed below:

- a. Continue the science program as originally established
- b. Disband the program, or
- c. Modify the program in some new ways.

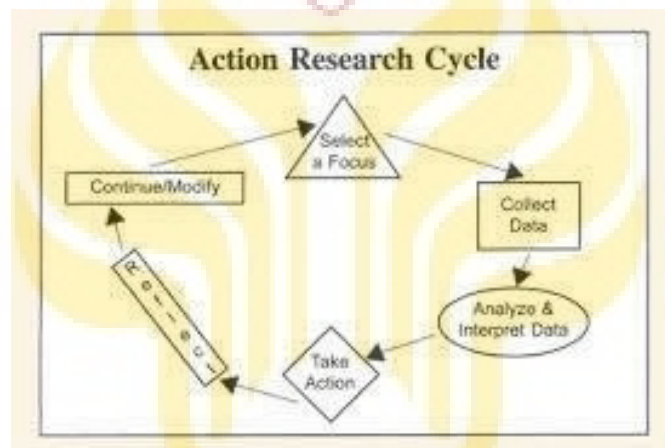


Figure 2.1. Source from: lamezclaresearch.wordpress.com

In addition, according to Kemmis and McTaggart (1998: 11-14) in Burns (2010: 7) action research typically involves four phases of a research. The steps as listed below:

1. Planning

Planning is the first step of action research. This activity covers problem identification and plan of action development in order to bring about improvements in a specific area of the research context. The researcher plans cycles including materials, method and media which would be used in teaching speaking. This is a forward-looking phase where the researcher considers:

- a) What kind of investigation is possible within the realities and constraints of his or her teaching situation, and
- b) What potential improvements he or she thinks are possible.

2. Action

This is the implementation of the plan that has been developed by the researcher. The action is aimed to solve the problems that are faced by the students. The plan is a carefully considered one which involves some deliberate interventions into the researcher's teaching situation that the researcher puts into action over an agreed period of time. The interventions are 'critically informed' as his or her question or assumptions about the current situation.

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. Reflection

At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher has been explored more clearly. The researcher may decide to do further cycles of action research to improve the situation even more, or to share the 'story' of his or her research with others as part of his or her on going professional development.

Action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. The four steps in an action research are described above. Briefly, the process of action research can be seen in figure 2.2.

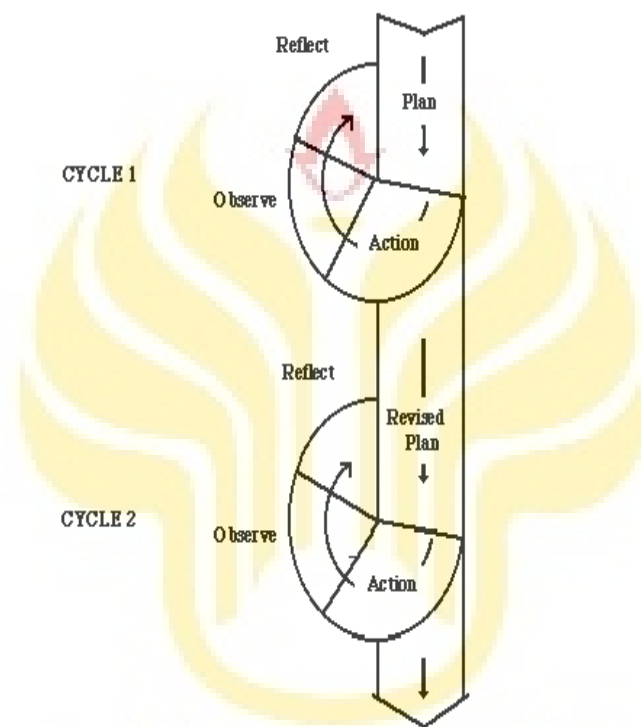


Figure 2.2: Cyclical action research Kemmis and Taggart (cited in Burns, 2010:

9). Source from: physiced.buffalostate.edu

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2.3 Theoretical Framework

In this part, the researcher makes a brief conclusion from both previous studies and theoretical review. In this research, the researcher brings an interesting teaching medium for improving students' motivation in speaking English by using *Soundcloud* in SMPN 1 Tahunan.

In this research, the researcher gives a brief explanation about what *Soundcloud* is and showing to the students how to use this social medium. As the researcher explained in the previous part, *Soundcloud* gives a chance for its users to show their talent about oral skill, like delivering speech, debating, delivering dialogues, etc. Since, the researcher believes that it can be a good medium for them to improve their motivation in speaking English, thus the researcher chooses *Soundcloud* as a medium to improve the students' motivation in speaking English. From the definition above, this research can be drawn like the following figure:

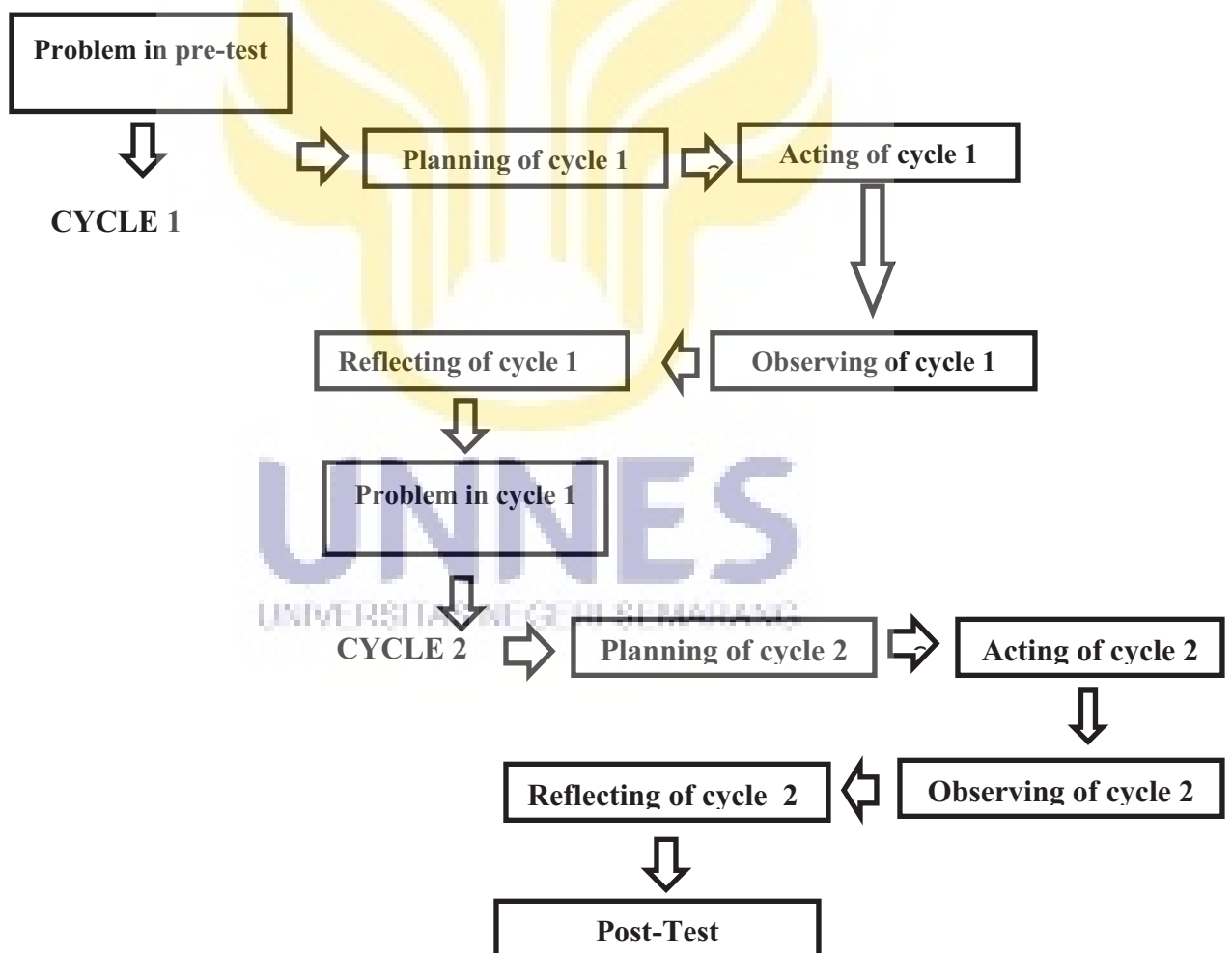


Figure 2.3 Phases of Action Research in this Research

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of what have been discussed in the previous chapter and also the suggestions for language teaching.

5.1 Conclusions

Based on the result of this study that was presented in the previous chapter, the conclusion was summarized as the following.

As what is being asked in the first question, how the *Soundcloud* medium was used in the speaking class was the use of this medium collaborated with group discussion were used to deliver the material, examples and exercises to the students. By using *Soundcloud*, the researcher as the teacher during this research successfully gained the students attention. *Soundcloud* social medium was implemented while the students were practicing dialogues, telling story, delivering speech, etc. Their audio file was recorded and then uploaded in their own account.

As what is being asked in the second question, after knowing *Soundcloud*, the students had more curiosity in learning speaking because they wanted to produce good audio file. Their audio file in their account will be seen by the other users, so it made their motivation in speaking improved. The students were motivated in speaking English over and over again, in order to produce a good audio file in their own account. According to the analysis result of the observation checklist, the researcher concluded that there was an improvement in the students' motivation in speaking English as well as their achievement. In each meeting

every aspect in observation checklist had significantly improved. The students became more active and enthusiastic in speaking English by using *Soundcloud*. Based on the data analysis, the students' speaking skill improved from pre-test to post-test. The mean of the pre-test was **69.1** and the mean of the post-test was **78.28**. The improvement was **9.18** points. The mean of the post-test was higher than the KKM. Meanwhile the post-treatment questionnaire showed that the students enjoyed the learning process and the activities in the classroom. They also gave more attention during the learning process. The researcher realized that not all of the students like learning speaking by using *Soundcloud*; it was proved that the students have their own method in learning speaking English. In conclusion, *Soundcloud* medium could improve the students' motivation in speaking English.

5.2 Suggestions

Referring to the conclusion above, some suggestions are presented as follows.

First, for English teachers, they can use *Soundcloud* as one of the medium to improve the students' motivation in speaking English. Furthermore, they should be creative in using any other media to teach speaking and not be afraid of the wave of learning style change. *Soundcloud* is useful for supporting the speaking class because it is a social medium that is booming in this era and nowadays the students are interested in using new modern technology. They will become motivated because they are curious about something they do not know before.

Second, hopefully, the results of this study give valuable experiences in teaching speaking and an alternative way in using a new medium to English

teachers how to teach speaking. The researcher also suggests for the other researchers to explore the other studies of using a new medium for improving the students' motivation in speaking English.



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