



**VACATION VIDEO AS PROJECT BASED LEARNING IN
TEACHING SPOKEN RECOUNT TEXT**

(An Experimental Research on the Tenth Graders of *SMA Negeri 01*
“Pangkajene” in the Academic Year 2016/2017)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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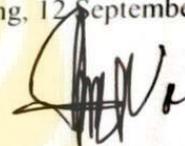
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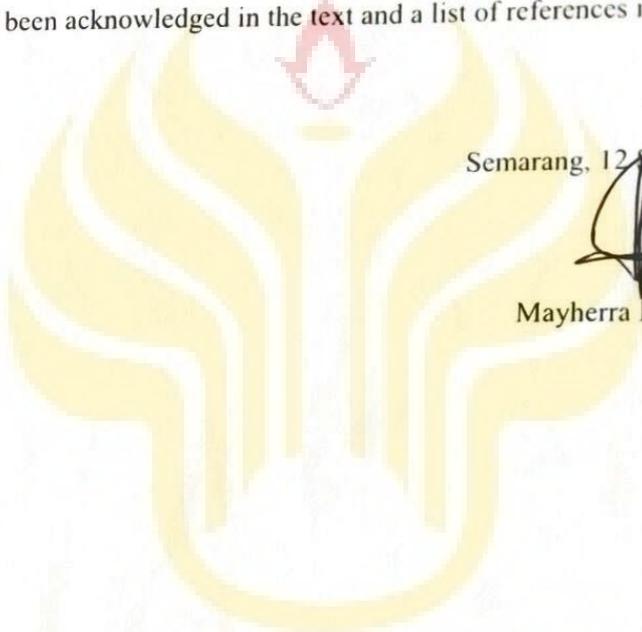
DECLARATION OF ORIGINALITY

I Mayherra Riyaji Rinantya hereby declare that this final project entitled *Vacation Video as Project Based Learning in Teaching Spoken Recount Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given on the bibliography.

Semarang, 12 September 2017



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APPROVAL

This final project, entitled VACATION VIDEO AS PROJECT BASED LEARNING IN TEACHING SPOKEN RECOUNT TEXT (An Experimental Research on the Tenth Graders of SMA Negeri 01 "Pangkajene" in the Academic Year 2016/2017), has been approved by the board of the Examination of the English Department of Faculty of Languages and Arts of Semarang State University on September 15th, 2017.

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MOTTO

“The moment you feel like giving up, remember all the reasons you held for so long”



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Special Thanks to:

- ✓ ALLAH
- ✓ My Father (Agus Sunantyo)
- ✓ My Mother (Siti Richana)
- ✓ Hilda Grissy Rinantya
- ✓ Muhammad Hafizh Sunantyo
- ✓ Satrio Danang Sunantyo

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ABSTRACT

Rinantya, Mayherra R. 2017. Vacation Video as Project Based Learning in Teaching Spoken Recount Text (A Quasi Experimental Research at the Tenth Graders of SMA N 1 Pangkah in the Academic Year of 2016/2017). Final Project. English Departement, Faculty of Language and Arts, Semarang State University. First Advisor: Prof. Dr. Dwi Rukmini, M.Pd. Second Advisor: Novia Trisanti, S.Pd, M.Pd.

Keywords: Vacation Video, Project Based Learning, Speaking, Experimental Research

This research is about the application of Vacation Video as Project Based Learning in teaching spoken recount text in the senior high school. Vacation Video as project based learning is the cooperative method that encourages the participants to be more active, creative, and cohesive in group working. The objective of this research was to find out whether or not Vacation Video as project based learning is effective to teach spoken recount text at the tenth graders of SMA N 1 Pangkah in the academic year 2016/2017 and the students' perception on this method to teach spoken recount text. The research design used quasi experimental research. Tests, observation checklist, and questionnaire were used as the instruments to collect the data and information. Before conducting the experiment, try out was given to 30 students of X-A, to make sure that they were valid and reliable. The researcher used class X-D as the experimental group and X-B as the control group. Both groups were on the same level, background, and competence.

The result of the pre-test showed that the mean score of the experimental group was 62,27 and the mean score of the control group was 62,67. After the treatment, the mean score of the experimental group was 86,5 and the mean score of the control group was 77,3. It could be seen that there was an improvement after the treatments dealing with their speaking ability. From the t-test computation of the post-test score, the t-value was higher than t-table ($t\text{-value} > t\text{-table} = 6,866 > 2,001$). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is a significant difference between the experimental and control groups.

The recapitulation of the questionnaire to the experimental group result showed that seven questions were answered strongly agree and the three others were answered agree. It showed the positive result of the treatment process. Most of the students were strongly agree if vacation video as project based learning improve their ability in speaking, because they were free to express their idea to their friend in the group.

The results indicate that Vacation Video as project based learning is effective in improving the speaking ability at the tenth graders of SMA N 1 Pangkah in the academic year of 2016/2017. It is suggested that the findings of this study could be applied regularly and continuously or developed by the English teachers to have a better speaking teaching.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, the significance of the study, and outline of the study.

1.1 Background of the Study

In communicating to the society, people use language as the interpersonal communication. It does not only encourage the human development but also build the social relation. As the foreign language in Indonesia, English is applied in educational. Generally, it contributes to determine the students' achievement in passing the final exam, but to master English is not easy. Therefore, students have to know the skills of language. There are four skills in English such as listening, writing, reading, and speaking. Those four skills are linked each other. One of the skills that have to understand more is speaking.

Speaking is the way of transfer idea, someone's feeling, thought and it expressed spontaneously by oral. By speaking, people convey the idea through the words of mouth (Bashir, Azeem & Dogar 2011, p. 35). In the speaking activity, sometimes students feel afraid in making errors of composition (Tandukklangi, Siam & Tahir, 2015, p. 1365). They tend to be more confident to do their work in writing than speaking, even in the small group. Because the activity of speaking do not only remember and memorize, but they have to listen and show their idea orally. Samiatun (2016, p. 5), states there are some symptoms of students'

problem in speaking such as mispronunciation, ungrammatical, less vocabulary, and hesitant to share the idea. The problem in conveying the material can be the failure in teaching speaking. Therefore, the teacher should teach the different method for the different skill of language.

In the curriculum of 2013, Learner center has been applied nowadays. Giving students opportunity to develop their idea through discussing, monitoring, and doing the project can be the solution. Project based learning (PJBL) is the method that covering all the activities which suitable to apply in the classroom. Ansarian et al. (2016, p. 85), reveal that PJBL is the learner – centered method in which the obstacles of study decrease as soon as the students take the responsibility for their own learning. It shows that the students are able to improve their ability, especially in speaking through the activity of project based learning.

I got some experiences with learning speaking in the classroom when I did PPL (Praktik Pengalaman Mengajar) in the seventh semester. Through this activity, I observed the students' participation in the speaking class. Based on my observation, students were afraid to make mistakes in speaking because of the lack in grammar, vocabulary, and the way of pronouncing the words or sentences. Monotonous was also the reason of students felt boring and lazy in learning. They tended to be more confident to do the task in writing than speaking. Therefore, they did not have any braveness to speak up.

Harmer (1991, Pp. 48-49), states that speaking of the new language is more difficult than reading, writing, or listening for two reasons. The time that happens

in speaking is real. Sometimes the respondent that we are talking to is waiting for us to speak right then. Second, unlike writing, in speaking the speaker cannot edit and revise what she said. Thus, speaking should be a habit. Both of the two reasons, it can be concluded that speaking has a strong relationship with the time condition, accuracy in choosing the sentences, and grammar. If the teacher cannot create the gratify situation, through the technique or method of teaching, the students will not find any interesting things inside the speaking activity.

The classroom activity that suitable to teach speaking is needed to make the students talk to each other in pair or group. Give students some activities such as discussion, games, song, and video can stimulate their willingness in speaking. According to Cakir (2006, p. 67), the use of video as an audiovisual material in foreign language teaching classrooms has grown rapidly, because the increasing emphasis on communicative technique and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.

Based on that explanation, the video will be used as a medium because there are some aspects that provided to increase the students' ability in speaking. Besides that, the writer chooses the project based learning approach as the method. The video will be the project of the student learning activity to increase their ability in speaking. Therefore, the solution of this problem, the writer uses Vacation Video as project based learning to help students speaking in recount text. Hopefully, it can improve the students' speaking skill because they are stimulated

by seeing the real object, situation, and condition through the video. In addition, they also discuss their project about vacation video which makes them easier to tell the activity or situation orally without afraid of the mistake to the context.

Based on the description above, hence the writer is interested in performing a research with the title: “Vacation Video as Project Based Learning in Teaching Spoken Recount Text at the Tenth Graders of SMA NEGERI 1 Pangkah in the Academic Year 2016/2017”.

1.2 Reasons for Choosing the Topic

The topic I would like to propose in this research is “Vacation Video as Project Based Learning in Teaching Spoken Recount Text”. The reasons for choosing the topic of this study can be stated as follows:

Firstly, project based learning is the recommended method to be applied in curriculum 2013, because its focus on learner-center. The students can participate actively to speak or discuss the topic with their group or the teacher. Nasruluh (2013, p. 142), state that project based learning is encompassed and meaningful learning which teacher and student come into the real-life situation and real problems. Through this activity, students can develop their skill and knowledge about speaking by the flow of surrounding interaction.

Secondly, everyone does the vacation to spend their busy time. Vacation is a fun activity which can stimulate the brain to relax and think easier. For students, they can try to make their own vacation to be more exciting by planning, discussing, and recording activity in the form of documentation of past context or recount text.

Thirdly, the video is one of the modern technologies which can be used as the medium in learning. It is compatible and easy to be applied in the class. The video is the visible media which show the real situation and activity. Basically, everyone can easily find the video on Youtube. It is easier to be accessed and downloaded. For students, learning language using visible media will be easier to be understood than only explaining the material

Fourthly, vacation video as project based learning covers the aspects of speaking those are the way in pronouncing the word, grammar of recount text, and the variety of vocabulary which can enrich the students' ability in speaking. This activity also builds the students' interaction and participation through discussion and the question section of the teacher.

Therefore, I used Vacation Video as the media of project based learning to improve the students' ability in speaking. The students can observe the arrangement of the sentences, the way of pronouncing, and come into the real situation, so they can express their idea in oral communication.

1.3 Statement of the Problems

Based on the background of the study and the reasons for choosing the topic, the research questions of this study are followed:

- 1 How effective is Vacation Video as project based learning in teaching spoken recount text for the tenth graders of SMA N 01 Pangkah?
- 2 How is the student's perception on Vacation Video as project based learning to teach spoken recount text?

1.4 Objectives of the Study

The objectives of this research are:

1. To describe the effectiveness of Vacation Video as project based learning for teaching spoken recount text for the tenth graders of SMA N 01 Pangkah.
2. To describe the students' perception on Vacation Video as project based learning to teach spoken recount text

1.5 Significance of the Study

The result of the study will be hopefully useful for:

a) Pedagogical Significance

The use of a vacation video as the medium of project based learning in teaching spoken recount text can raise students' interest in learning English, especially in speaking. The activity such as listening, sharing the idea, and giving the oral presentation can improve the student's ability in speaking.

b) Practical Significance

This research can use as a reference for teachers in making the good atmosphere in teaching spoken recount text. It also can be applied to the creation of learning media.

1.6 Definition of Term

In this part discusses the definition of Vacation Video, project based learning, the definition of teaching speaking, the definition of recount text, and quasi-experimental in general to get the same perception of the main problem.

1.6.1 Definition of Vacation Video

Vacation video is one of documentary videos, that taken by people in their leisure time in the special place. Vacation video can be a medium in learning like the other media that use technology in their learning application. According to Qory (2015, p. 27), one of the interesting media is to use the visual audio or video media. Using visual audio or video as the media can help the teacher because it is the medium which shows the pictures and the sounds.

1.6.2 Definition of Project Based Learning

Project based learning is the method of learning that usually applied in the curriculum of 2013. The characteristic of this learning method is on the project given. According to Sumarni (2013, p. 478), Project based learning is the systematic teaching method, which involved of the student in learning knowledge and skill through research assignment, authentic question, and well-designed product.

1.6.3 Definition of Teaching Speaking

Teaching speaking is the activity of language learning which includes of some aspects such as pronounce the word correctly, the compatibility of use grammar, and has variation in vocabulary. According to Harmer (2007, p. 128), when

students suddenly want to talk about something in a lesson and discussion occurs spontaneously, the result is often highly gratifying. It means that the outcome of teaching speaking students should be more active in the class even in speak and convey the idea of speaking.

1.6.4 Definition of Recount Text

A recount is one of the text genres that situation happened in the past. According to Pargerina (2016; 28), recount text tells a series of events and evaluates their significant in some way. This text proposes to entertain and inform someone about the situation had been done.

1.6.5 Definition of Quasi Experimental

Quasi-experimental is the design of experimental research which is not real because it does not fulfill the research requirement (Arikunto, 2006, p. 84). In quasi-experimental, there are two group focus control and treatment. In this design, there are two kinds of design that usually uses to the researcher; time series design and nonequivalent control group design (Sugiyono, 2015, p. 109)

1.7 Outline of the Study

This final project consists of five chapters. It can be described as follows:

Chapter I is the introduction. This chapter presents the general background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, the significance of the study, the definition of the term, and outline of the study.

Chapter II is review of related literature consists of a review of previous studies, review of theoretical study and theoretical framework. The theoretical review describes the definition of quasi-experimental, project based learning, vacation, and video, the general concept of Vacation Video, teaching speaking, and recount text.

Chapter III discusses research methodologies it includes of research design, object of the study, subject of the study, population and sample, research variables, hypothesis, type of data, instrument of collecting data, method of collecting data and method of analyzing data, T-test, and Data analysis interpretation.

Chapter IV describes the result of data analysis and the discussion of research findings.

Chapter V presents the conclusions and suggestions based on the result of the writer's experiment.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. It is divided into three subsections that consist of review of previous studies, review of theoretical study, and theoretical frame work.

2.1 Review of the Previous Studies

There are some studies dealing with the use of project based learning for improving students' ability in speaking English. The first study was done by Aledah& Lee (2012), her research was about Application of Project-Based Learning in Students' Engagement in Malaysian Studied and English Language. The objective of this research was to determine the effect of project-based learning on the students' engagement in the two subjects and to improve the teaching and learning experience. The research was based on a qualitative method. There were 85 students taken as the sample. The sources of data were observation, interviews and focus group. In this research, students were asked to discuss, plan and look for the information and organize the information collected to be submitted as a video or folio project. The result of the research showed that project based learning had many positive impacts toward responsibility in learning and strengthening the students' thinking skills and productivity. It could be provided by the observation of responsible learning, strategic learning,

collaborative learning, and energized learning. During the activity, students were highly engaged in it.

The second research was done by Foss, Carney, McDonald, and Rooks (2008). The research was about project based learning activities for short-term intensive English programs. The objective of the research was to examine the effectiveness of the project based teaching approach in short-term intensive English for Japanese university EFL students. The short-term intensive English programs hold during vacation periods for high school and university students. The program was a seven-day intensive English course for juniors in the science and technology division of a large Japanese university. For twenty-two of these hours, students worked in small groups of eight to ten led by a native English-speaking instructor. The activities were lectures, panel discussions, teleconferences, technology training, and communicative teamwork. In small groups video project, the student with the partner, used a digital video camera and computer software to produce a three-minute movie about an ethical dilemma concerning the use of science or technology, based on the research showed that project-based learning was a viable and flexible alternative to traditional intensive English coursework.

The third research was conducted by Hung, Keppell, and Jong (2004). The research was about learners as producers: using project based learning to enhance meaningful learning through digital video production. The objective was to investigate how students could learn with Digital Video technology through

collaborative project based learning activities. The result of the research showed that students were positive about the DV Camp experience which was reflected in their creative projects and enthusiasm for the meaningful activities. Project based learning influenced the success of the DV Camp although students sometimes felt uncomfortable with being active as opposed to listening.

The similarity of the three previous researches with this research study was in the application of project based learning in which video was the project of the students and the outcome of learning. Those types of research describe the attitude or behavior of students after project based learning applied. The research also gave the same generalization. Project based learning gave the positive impact and success to be applied in the classroom. Those types of research also investigated the attitude of students during the process of project based learning. The attitude included of collaboration, responsibility, creativity, etc. In the other hand, the differences of those researches were in the objective of it. The purpose of the first research was to investigate the effect of project based learning on the students' engagement, the students' attitude in learning with digital video was the objective of the second research, and the third one was to observe the effectiveness of project based learning in intensive English learning. Based on the three objectives it could be seen that they wanted to find the different aspects those were the behavior of the student, the effect and the effectiveness of project based learning.

The difference between those three researches with this study was in the way to improve students' ability in English particularly in speaking that was the

application of media in project based learning method. As Rukmini (2009: 47), states that teaching in the school based on curriculum, the teacher can use some methods included of media that proper and facilitate to students, so that the outcome of learning will be most effective. This study uses Vacation Video as the media of learning. Different to those researches above, this study would collect both quantitative and qualitative data from pretest, posttest, observation checklist, and questionnaire. Based on the explanation above I improved the students' speaking ability used Vacation Video as project based learning.

2.2 Review of Theoretical Studies

This section presents theoretical background which consists of description about quasi-experimental, definition of project based learning, definition of vacation and video, general concept of Vacation Video, description of teaching speaking, and definition of recount text.

2.2.1 *Quasi Experimental*

Quasi-experimental is one of the forms of experimental design. According to Sugiyono (2015, p. 107), experimental research is a research method that used to find the influence of particular treatment toward another in the restrained condition. It means that in this method, the research is applied to get the answer of two different groups about the application of treatment in one of them. Whereas quasi experimental is one of the designs of it. Quasi-experimental is the elaboration of the true experimental design that difficult to be applied because it has control group, but it cannot be functioning completely as the controller of the

outside variables (Sugiyono, 2015, p. 114). There are two types of quasi-experimental; time series design and non-equivalent control group design. The most type that used to do in the research is non-equivalent control group design.

The characteristic of experimental research is the existence of control group. While in nonequivalent control group design, the groups that use as the sample of the research are not taken randomly (Sugiyono, 2015, p. 116). The example of this case if the researcher does the research in a particular school, she will take only two classes as the sample of the whole population, not pick the sample one by one randomly.

Another characteristic of experimental is the application of pretest and posttest. It's done when the researcher finds a group of people to test. Then the researcher introduces a manipulation that should change the people and test to see if there were any changes. The reason pretest – posttest is considered a quasi-experimental design is that the majority of researchers will manipulate their entire group. This gives them a larger sample size to see if their manipulation actually changed the group. It is possible to randomly assign people to the experimental or control condition to make it a true experiment, but it is reducing the sample size, and this could put a strain on the statistics.

2.2.2 Project Based Learning

Nowadays, project based learning is suggested to apply in teaching-learning activity. Foss et al., (2008, p. 4) state that project based learning is a flexible methodology that permitting multiple proficiencies to be developed in integrated, meaningful, and ongoing activity. As the systematic teaching method, project

based learning uses the project that involved student in learning knowledge and skill through research assignment, authentic question, and well-designed product (Sumarni, 2013, p. 478). The activities of project based learning such as designing, planning, carrying out an extended project that produces publicly outcome such as product, publication, or presentation (Patton, 2012, p. 13). Meanwhile Sumarni (2013, p. 478) on Krajcik & Blumenfeld et al., (1991), explained that PBL is a model which organizes learning comprehensively based on challenging questions or problems, which involves students in designing, problem-solving, decision making, or investigation activity of project assignments; giving opportunities for autonomous working over a particular period; and end up with a realistic product or presentation. The distinctive of project based learning is in the publicly –exhibited outcome. In this method, the focus of the teacher is the student. The teacher or instruction as the facilitator, facilitate student to develop their knowledge about the issue or the project given.

There are 6 steps of project based learning method:

1. Determining the project
2. Designing the step of project completion
3. Arranging the schedule of the project
4. Facilitating and monitoring the project
5. Arranging the report, having the presentation and publishing the result of project
6. Evaluating the process of learning and the project

According to Sumarni (2013, p. 480), there are some advantages of using project based learning method in teaching learning activity.

1. Project based learning increases student's motivation in learning.
2. Project based learning increase students' academic achievement
3. Project based learning increase cooperative /collaboration ability
4. Project based learning increase the ability to communicate
5. Project based learning increases students' skill in managing learning resources (improve library research skill)
6. Project based learning creates fun learning
7. Project based learning increase students' attitude toward learning
8. Project based learning increase students' creativity
9. Project based learning lowers students' anxiety level in the learning process
10. Project based learning increases problem-solving ability
11. Project based learning increases resource management skills

Some disadvantages of the implementation of project based learning are as follows: (Source, www.ijsr.net)

1. PBL requires a lot of time that must be provided to solve complex problems. This will lead to a lack of time available for the material/content.
2. Many instructors/teachers feel comfortable with the traditional classroom, where the instructor/ teacher plays a central role in the classroom. This is a difficult transition, especially for instructors/teachers who have little or no control of the technology.
3. Applying project based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginners.
4. The amount of equipment to be provided, so that the demand for electricity increases.
5. Almost all examples of successful project based learning to capitalize on the success of cooperative or collaborative learning. Students who have a weakness in the experiment and the collection of information will have trouble.
6. Students who are not experienced with working in groups may have difficulty in negotiation and compromise. If this method has not been used before, it may be
7. When the topic given to each group is different, it is feared that students cannot understand the topic entirely.
8. For a self-assessment survey, the data may have been influenced by a slight inconsistency.
9. Lack of student interest in the subject, including methods of teaching.

2.2.3 Definition of Vacation and Video

The definition of vacation and video are described below

2.2.3.1 Definition of Vacation

Vacation is the activities that can be done in the free time. People do this activity to refresh their mind from the busy activity. According to word reference dictionary vacation is a period of suspension of work, study, or other activities, usually used for rest, recreation, or travel; recess or holiday. Visit some destination place with a loved one for example holiday to the beach with family, tour with friend to Yogyakarta, weekend to Bali with sister can increase the happiness so the next activity is able to do maximum.

Many people feel depressed in their normal activity because they do it repeatedly. Their brain is insisted to work over whereas there is not any new situation for them relaxing their mind. If it is going concern, it will be dangerous for health.

2.2.3.2 Definition of Video

One of technology that can be media in learning is video. The video is the record of event or situation the real life. Video focus on situated interactional social interaction in everyday life (Jewitt, 2012, p. 21). It can also be regarded as the combined of dead images which read sequentially at a time with a certain speed. Video is the visual audio media that used to convey message or lesson. According to Ayuningrum cited in Riyana (2007), video in learning provides audio and visual which contains of messages in the form of concept, principle, procedure, application theory that make easier in understanding. Video is presented on the

screen or projector with high or low quality. In learning using video increase the student's interest in learning of the subject.

1) Objectives of using video

According to Ayuningrum cited in Riyana (2007, p. 6), there are three objectives of using video in learning

1. Facilitate in convey the idea
2. Overcome the lack of place, time, and the learner's sense or instructor
3. Be able to use in variation appropriately

According to a summary of current research and educator surveys, educational television and video:

1. Reinforces reading and lecture material
2. Aids in the development of a common base of knowledge among students
3. Enhances student comprehension and discussion
4. Provides greater accommodation for diverse learning styles
5. Increases student motivation and enthusiasm
6. Promotes teacher effectiveness (Cruse, 2012; CPB, 2004)

2) Characteristics of video

There are some characteristic of video which able increasing motivation in learning (Ni'mah, 2013; Riyana, 2007)

1. Clarity of Message

The message or information that acquired is totality so it saved in the long term memory.

2. Stand Alone

The video is independent, it means that it can be used without any others media or object of learning.

3. User Friendly

The video using common language so it is easy to understand. The information is easy to access and respond to the user.

3) Advantage and Disadvantage of Using Video

According to Ni'mah cited Riyana (2007) mentioned some advantages and disadvantages of using video

1. Advantage

- a) Increasing student's imagination in abstract things
- b) Stimulating students participation in the class
- c) Delivering the information to whole students
- d) Increasing student's motivation in learning
- e) Overcome the lack of time and place.

2. Disadvantages

- a) Less participation of teacher in convey the material
- b) Need special equipment and tool
- c) the sound when it showing can disturb another class

2.2.4 General Concept of Vacation Video

Vacation Video is the medium of learning that using special equipment or tool in recording the situation or event of someone's experiences visiting destination

place or special place in order to refresh their mind or take away temporary from their work or usual activity to enjoy the holiday together with their loved people.

2.2.5 Teaching Speaking

According to Bashir, Azeem, and Dogar (2011, p. 38), speaking is the most important skill that learners can acquire, and assess their process. Learning English means the learner have to know four basic skills and one of them is speaking. Teaching speaking is the way of teacher teaches the learner on how to produce speech sound and sound pattern. The use of words and sentence stress, intonation patterns, the rhythm of the second language and the appropriate selection in the society.

Teaching speaking activity is one of the teacher's duties in learning. Give the student motivation to increase their desire in speaking. According to Harmer (2007, p. 20), the desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. The student will be easier to take a step after they have good motivation to themselves, whereas the motivation can be reached by doing classroom activities or applying some media in teaching. Doing some value of the activity resides in its freshness (Harmer, 2007, p. 29).

Good speaking activities should engage the students. According to Harmer (2007, p. 123), there are three main reasons for getting students to speak in the classroom.

1. The speaking activity provides rehearsal opportunities to practice real-life in the safety of the classroom.

2. Speaking task should provide feedback for both teacher and students, so everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.
3. Students have opportunities to activate the various elements of the language they have stored in their brain, these elements become more automatic.

Facing students in the class with varied abilities, expectations, and motivation level, knowledge and last but not least, different learning styles needed a skill of building active class atmosphere, but it is difficult to the student because they have their own capability. According to Trisanti (2013, p. 353), The students speak hesitantly because of rephrasing and searching for words, use predominantly present verb, demonstrate errors of omission (leaves words out, words ending off), use limited vocabulary, and understand simple sentences in sustained conversation. The capability of the students in expressing the utterance automatically without hesitation effects on the fluency of speaking ability. In this case, the teacher needs a help of mixed activities, such as dialogues, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. Applying the environmental context example pointing the real thing also help students in their speaking (Rukmini, 2009, p. 47). When applying video techniques in the classroom it may help the learner to develop their speaking skill and we have to keep in mind that interaction and dissection are the important way in learning (Sihem, 2013, p. 21). Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

Speaking includes of three areas of knowledge Bashir, Azeem, and Dogar (2011, p. 38), state as follow:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right order with the correct pronunciation
2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom. In what circumstances about what and for what reason.

2.2.5.1 Differences of Spoken and Written Language

People communicate language in two different ways that are spoken and written. Both spoken and written languages have different characteristic and aspect. When people read the text, they tend to be more use written language than spoken. On the contrary, when they transcribe the speech, they use spoken language than written. In education, the basic competence of spoken language is student can interact to another based on the teacher instruction. (Rukmini, 2009, p. 47) in learning English especially in spoken, students should have sufficient strategic competence to decrease students error in speaking.

2.2.6 *Recount Text*

Recount text is one of the text genres in English according to Hyland (2004, p. 29) stated that recount is a kind of genre that has the social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. The social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports. In this research, recount text is chosen because this kind of the text is usually use in the daily activity for example in asking about the last work, writing the diary, etc.

2.2.6.1 Generic Concepts of Recount

There are three generic structures of recount according to Hyland (2004):

1. **Orientation:** provides the setting and produces participants. It provides information about “who”, “where”, and “when”.
2. **Events:** tell what happened, present event in the temporal sequence. It is usually recounted in chronological order.
3. **Re-orientation:** optional-closure of events. It is “rounds off” the sequence of events.

2.2.6.2 Grammatical Features of Recount

Besides, Hyland (2004, p. 135) also mentioned the common grammatical features of recount text as follows:

1. Using nouns and pronouns to identify people, animals, things involved.
2. Using actions verbs to refer to events.
3. Using past tense to locate events in relation to speaker’s or writer’s time.

4. Using conjunctions and time connectives to sequence the events.
5. Using adverb and adverbial phrase to indicate place and time.
6. Using the adjective to describe nouns.

2.2.6.3 Types of Recount

There are three types of recount text according to Hyland (2004, p. 135):

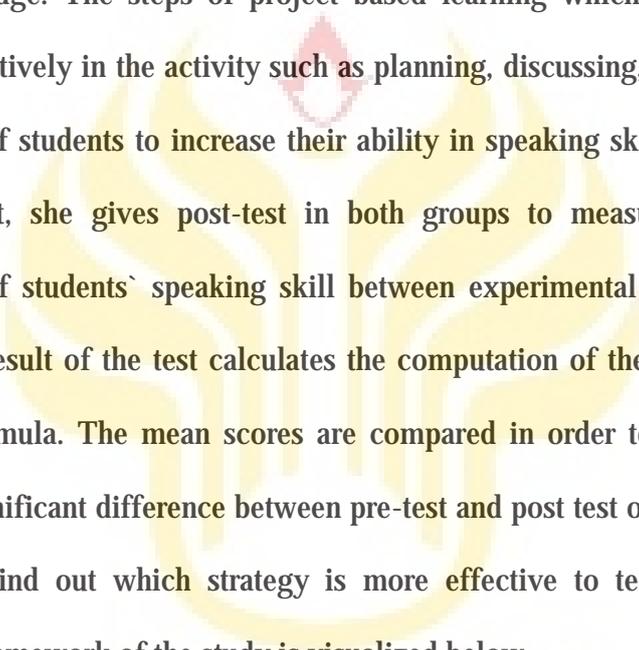
1. **Personal recount:** retelling an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. **Factual recount:** recording a particular accident (e.g. report of a science experiment, police report, news report, historical account).
3. **Imaginative recount:** taking on an imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

From those types of recount text, the writer applied personal recount text to be taught in her research. Personal recount text was easier to be taught to students in senior high school because it was based on students' personal experience.

2.3 Theoretical Framework

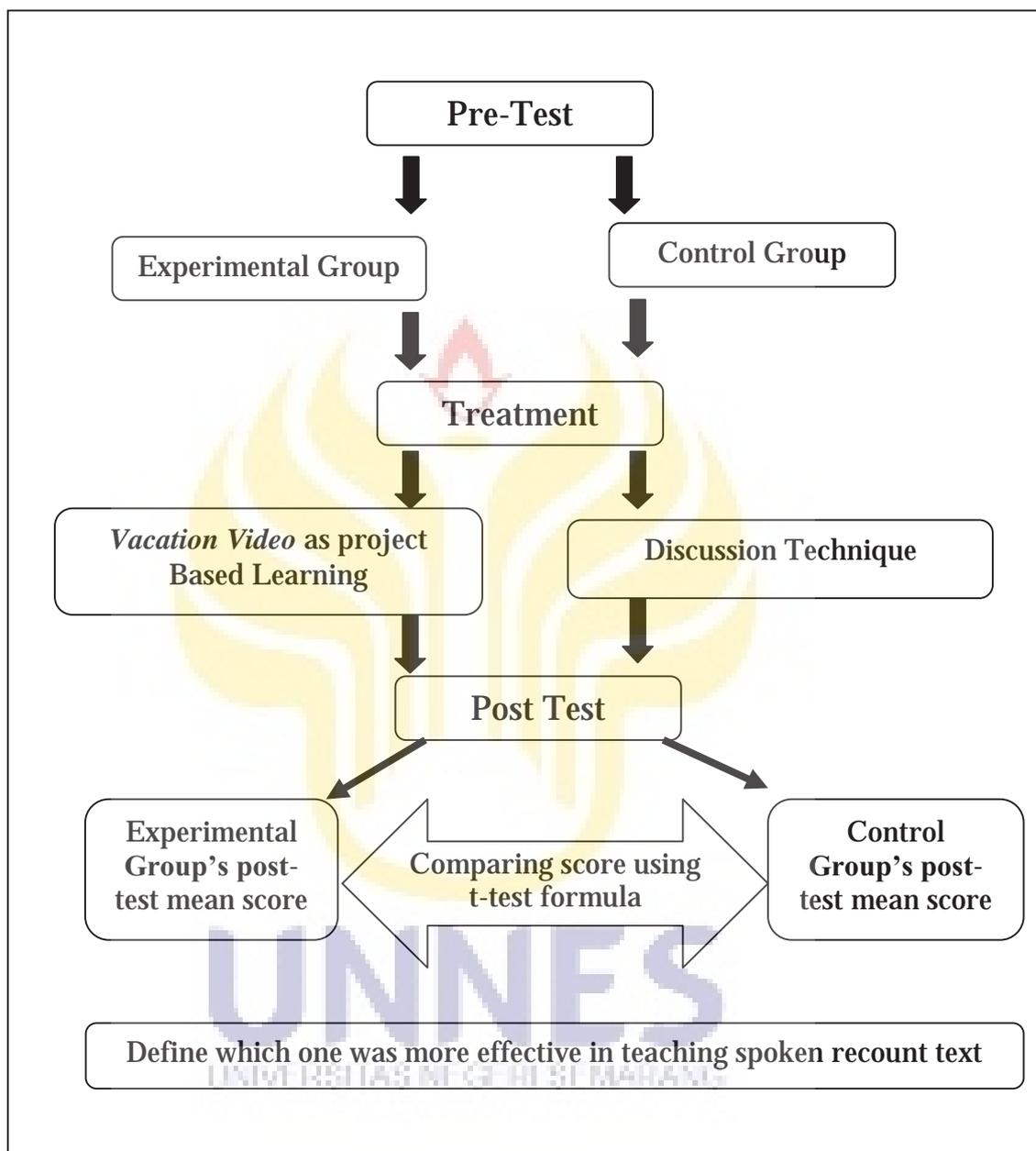
The theoretical framework of this study starts from the idea whether the project of **Vacation Video** is effective in improving students' speaking ability or not. In order to know whether or not this method is effective, I use experimental research which compares two groups; those are experimental group and control group. The experimental group is taught by using **Vacation Video** as project based learning while the control group is taught by using **Discussion** technique in learning. I use tests and observation checklist and questioner as the instruments to get the data.

Before the teacher gives the treatment, both groups are given common learning, where the teacher explains recount text using his explanation in written media and whiteboard. After that, pre-test is given to measure students' basic ability in speaking. Next, teacher applies the method of project based learning which video about recount is the mediator and the project for them to increase their knowledge. The steps of project based learning which students asked to participate actively in the activity such as planning, discussing, and designing can be the way of students to increase their ability in speaking skills. After applying the treatment, she gives post-test in both groups to measure the significant differences of students' speaking skill between experimental group and control group. The result of the test calculates the computation of the mean score using the t-test formula. The mean scores are compared in order to find out whether there is a significant difference between pre-test and post test of the two groups or not and to find out which strategy is more effective to teach speaking. The theoretical framework of the study is visualized below,



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Figure 2.1 the Theoretical Framework of the Present Study



CHAPTER V

CONCLUSION AND SUGGESTION

In this final chapter, the writer presents conclusions derived from the whole discussion and analyses conducted in the previous chapters of the study. This chapter also covers some suggestions concerning the study for the students, English teachers, and the next researchers.

5.1 Conclusion

Based on the results of the calculation and analyses in the previous chapter, the writer concludes that vacation video as project based learning can help students of the tenth graders SMA N 1 Pangkah in the academic year 2016/2017 to improve their achievement in the spoken recount text. It can be seen from the mean score differences between pre-test and post-test of experimental and control groups. The mean score difference between pre-test and post-test of the control group is lower than the experimental group. By comparing the mean score differences of both groups and the scores achieved by each group in two tests, pre-test and post-test, the writer comes to conclude that vacation video as project based learning is effective to be used in teaching spoken recount text and it gives higher significant difference of the experimental group's achievement in spoken recount text than the control group. Based on the calculation of t-test can be concluded that there is significant difference in the achievement of spoken recount text between the students who are taught by vacation video as project based learning and those who are taught by discussion technique.

Next, the students' perception toward the vacation video as project based learning in teaching spoken recount text. During the treatment is conducted, this method success in helping the students to expose their self-confidence in speaking English. It is proved by the result of the questionnaire in the experimental group. Based on test questions, seven of them are answered strongly agree, and three others are answered agree. It can be stated that vacation video as project based learning is effective to teach spoken recount text, because most of the students answer strongly agree to the option provided. They feel learning through audio-visual media and projects are easier to understand because they see the real object. Students like to study in the group, because they are free to share their ideas. Their ability in spoken recount text also improves after the treatment. In addition, they also agree if the team working is effective to teach spoken recount text, because the project that given to student is easier to solve in the groups. Furthermore, most of the students feel interested and enthusiast in vacation video as project based learning during the learning process. They state that vacation video as project based learning is effective to help them to improve their speaking skill.

5.2 Suggestion

After drawing the conclusions, I would like to propose some suggestions related to the teaching speaking at SMA N 1 Pangkah which hopefully will be useful for teachers, the students, and the next researchers.

Theoretically, vacation video as project based learning will help students, especially the tenth graders of SMA N 1 Pangkah to motivate them in improving their speaking ability. For English teachers, they should find an active and

interesting medium and method in teaching speaking, because fun and active learning can motivate the students during the learning process. For the next researchers, they are expected to use the result of this research as their reference to conduct the research on the same topic.

Pedagogically, this research would be useful for students. It has shown that vacation video as project based learning can improve the students' speaking skill of the tenth graders of SMA N 1 Pangkah. For the teachers, they should find strategies about the media and method of teaching English in a particular skill, so English become easier to teach. For the next researcher, they are expected to do further research regarding vacation video as project based learning and teaching speaking to be able to provide answers to teach problems and to expand the knowledge about teaching English, particularly teaching speaking.

In addition, the researcher found that applying vacation video as project based learning needs a lot of time because the project of students should do based on the design and schedule. In this case, the teacher should manage the time efficiently. The teacher should also check the equipment such as a computer, projector, and sound are in good condition to maximize the learning. While the process of learning, the class will be noisy of discussion from the member of each group, so that the teacher should control the class in order to keep the class comfortable to learn and not disturbing the other classes.

Practically, for English teachers, they should apply or develop vacation video as project based learning in order to guide the students in achieving the best speaking achievement. For students, they should participate actively in teaching

and learning process to improve their speaking skill, and they can also share their creative idea in creating the project. Finally the next researcher, based on this research they can use vacation video as project based learning or other interesting activities to be applied in teaching and learning process of other language skills.



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