

**IMPROVING THE STUDENTS' MOTIVATION IN THE
SPEAKING LEARNING PROCESS THROUGH ADOBE
FLASH VIDEO-BASED LEARNING MEDIA AT GRADE VIII
OF SMPN 4 DEPOK
IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

Presented as partial fulfillment of the requirements to attain
a *Sarjana Pendidikan* degree in English Education



Written by:

Rika Silvia

07202241012

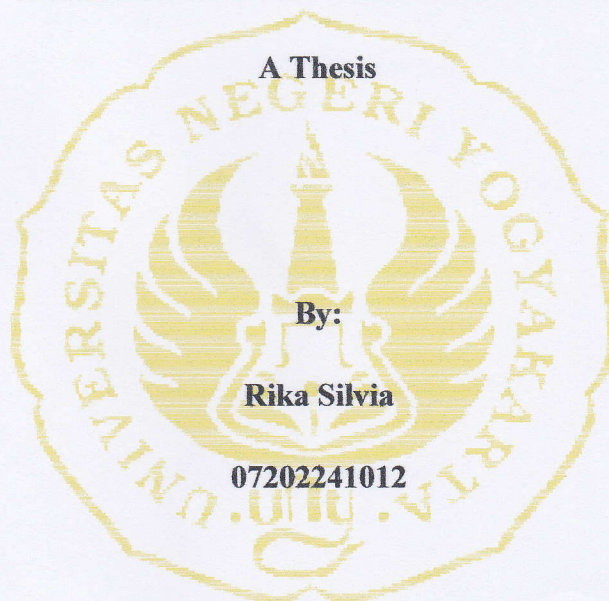
ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY

2012

APPROVAL SHEET

**IMPROVING THE STUDENTS' MOTIVATION IN THE SPEAKING
LEARNING PROCESS THROUGH ADOBE FLASH VIDEO-BASED
LEARNING MEDIA AT GRADE VIII OF SMPN 4 DEPOK**

IN THE ACADEMIC YEAR OF 2011/2012



Approved by the Consultants on August 8th, 2012

First Consultant



Samsul Maarif, M.A.
NIP. 19530423 197903 1 004

Second Consultant



Dwiyani Pratiwi, S.Pd., M.Hum.
NIP. 19770118 200112 2 001

RATIFICATION

IMPROVING THE STUDENTS' MOTIVATION IN THE SPEAKING LEARNING PROCESS THROUGH ADOBE FLASH VIDEO-BASED LEARNING MEDIA AT GRADE VIII OF SMPN 4 DEPOK IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

by

Rika Silvia

NIM.07202241012

Accepted by the Board Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on 15th August 2012, and declared to have fulfilled the Requirements for the Attainment of *Sarjana Pendidikan* Degree in English Language Education

Board of Examiners

Position	Name	Signature	Date
Chairman	Dra. Jamilah, M.Pd.		3 /09/12
Secretary	Dwiyani Pratiwi, S.Pd., M. Hum.		3 /09/12
First Examiner	Dra. Nury Supriyanti, M.A.		2 /09/12
Second Examiner	Drs. Samsul Maarif, M.A.		2 /09/12

Yogyakarta, September 2012

Faculty of Languages and Arts

Yogyakarta State University

Dean



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Rika Silvia

NIM : 07202241012

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Karya Ilmiah : *Improving the Students' Motivation in the Speaking Learning Process through Adobe Flash Video-Based Learning Media at Grade VIII of SMP N 4 Depok in the Academic Year of 2011/2012.*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Agustus 2012

Penulis



Rika Silvia

NIM 07202241012

MOTTOS

If you never try you will never know

(Cold Play)

DEDICATIONS

I dedicate this thesis to

My beloved Parents

“Thank you for your love, care, support and prayers
which will never be paid although I must spend my
whole life”

My beloved Brothers

“Your help and care are meaningful to me. I am
sorry I couldn't be a good example. However, I am
trying on it”

My big family

“I am nothing without you all”

All of my friends

“Thanks for always being my true companions”

ACKNOWLEDGMENTS

Alhamdulillahirobbil 'Alamin. Praises be to Allah SWT, the Almighty, the Most Merciful and the Most Beneficent. It is a great moment when I could finish my thesis due to His great kindness of protecting and guiding me. So, first of all, I would like to dedicate my sincerest gratitude to Him.

My sincerest appreciation and gratitude go to Mr. Samsul Maarif, M.A. my first consultant, who has been patient in guiding me until the end of my thesis. I also would like to express my highest gratitude to Mrs. Dwiyani Pratiwi, M.Hum, my second consultant, who has been so helpful and patient to me.

I would like to dedicate my gratitude to my academic consultant, Dyah Setyowati Ciptaningrum, M. Ed. and all lecturers of the English Education Department of Yogyakarta State University, for the guidance, support, and knowledge that they give to me,

I also want to thank all of my dearest friends in English Education Program, Raisa, Ipeh, QQ, Tyas, Umar, Suryo, Neda, Fienly, Tata, Faris, Ayu, Nisa, Arini, Riesty, Linda, Fuad, Reni, and Karman for the togetherness and happiness, we have spent many joyful times together, too much laugh, and too much love to forget. I love you all, and

Finally, I really realize that this thesis still has some shortcomings. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever who reads this thesis, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, September 2012

Writer,

Rika Silvia

TABLE OF CONTENTS

TITLE.....	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
ABSTRACT	xi

CHAPTER I: INTRODUCTION

A. Background of the Study	1
B. Identification and Limitation of the Problems	3
C. Formulation of the Problems	4
E. Objective of the Study	4
F. Significances of the Study.....	5

CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

1. Literature Review.....	6
A. English as a Foreign Language	6
B. Motivation.....	7
1. Extrinsic Motivation.....	9
2. Intrinsic Motivation.....	10
C. The Nature of Speaking.....	11
1. Teaching Speaking.....	13
2. Principles for Designing Speaking Techniques.....	15
3. Types for Classroom Speaking Performances.....	16
4. Classroom Speaking Activities.....	18

5. Storytelling.....	22
6. Dealing with Difficulties in Teaching Speaking.....	24
7. School-based Curriculum of Junior High School.....	26
D. Designing Lesson Plans	30
a. Genre-Based Instruction	30
b. PPP (Presentation, Practice, Production)	34
E. Teaching Media.....	35
F. Teaching English with Edutainment	37
G. Adobe Flash Video.....	38
2. Conceptual Framework.....	42
CHAPTER III: RESEARCH METHOD	
A. Type of the Research.....	44
B. Setting of the Research.....	44
C. Subject and Time of the research.....	45
D. Instruments of the Research.....	45
E. Data Collection Techniques.....	46
F. Validity	47
G. Steps of the Research.....	49
CHAPTER IV: RESEARCH FINDINGS	
A. The Sharpening of the Problems.....	52
B. Cycle I	50
1. Planning of Cycle I.....	55
2. Actions and Observation	56
a. Using Classroom English	57
b. Using Interesting Media	59
c. Implementing Group Work	63
d. Using Cue Cards	64
3. Reflection of Cycle I.....	65

C. Cycle II	70
1. Planning Cycle II	72
2. Action and Observation	73
a. Using Classroom English	73
b. Watching Narrative videos	76
c. Making a Discussion of the Video Review through Some Tasks.....	78
d. Retelling the Stories of Narrative by Using Their Own Words	80
3. Reflection of Cycle II.....	81
D. General Findings	83

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions.....	87
B. Implications.....	89
C. Suggestions	90

REFERENCES	92
------------------	----

APPENDICES	96
------------------	----

LIST OF APPENDICES	97
--------------------------	----

A. COURSE GRIDS.....	98
B. LESSON PLANS AND MATERIALS.....	109
C. OBSERVATION CHECKLISTS.....	129
D. INTERVIEW GUIDE	144
E. FIELD NOTES	147
F. INTERVIEW TRANSCRIPTS.....	164
G. PHOTOGRAPHS.....	189
H. STUDENTS' ATTENDANCE LIST.....	195
I. PERMISSION LETTERS.....	198

**IMPROVING THE STUDENTS' MOTIVATION IN THE SPEAKING
LEARNING PROCESS THROUGH ADOBE FLASH VIDEO-BASED
LEARNING MEDIA AT GRADE VIII OF SMPN 4 DEPOK
IN THE ACADEMIC YEAR 2011/2012**

**Rika Silvia
07202241012**

ABSTRACT

This objective of this study is aimed at improving the students' motivation in speaking learning process through Adobe flash video-based learning media of Grade VIII of SMP N 4 Depok in the academic year of 2011/2012.

This research is action research. The procedure of the research were sharpening of the problem, planning, action and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. The subjects of this research were 32 students of class VIII A of SMP N 4 Depok in the academic year of 2011/2012. The data of this study were qualitative in nature. They were obtained from observing the teaching and learning process and interviewing the English teacher and the students of Grade VIII A. The instruments used were observation checklist and interview guidelines. The data were in the forms of field notes, interview transcripts, and pictures.

The findings of the first cycle indicated that the students' motivation in learning speaking improved by watching adobe flash video and combine with other activities. The result of the second cycle showed that the implementation of adobe flash video in learning speaking could improve the students motivation and speaking ability especially their fluency and self-confidence. It was also found that using the language more often can improve their fluency. Adobe flash video was effective to introduce the languages function, intonation and the way to pronounce the words in English. The indicators of the success of the implementation are: (1) the students were more active in the speaking teaching and learning process than the previous conditions; (2) the students were more enthusiastic in doing the speaking activities; and (3) the students' could speak accurately, fluently, and acceptably.