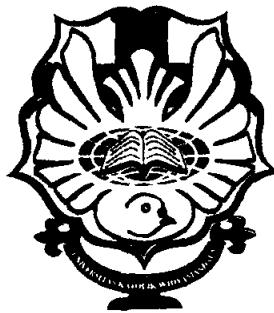


**DEVELOPING A MODEL OF TEACHING SPEAKING
WITH VIDEO FOR THE STUDENTS OF LEMBAGA
BAHASA DAN PENDIDIKAN PROFESIONAL
(LBPP) LIA SURABAYA**

A THESIS

By

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**WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
THE MAGISTER PENDIDIKAN BAHASA INGGRIS
GRADUATE PROGRAM
2007**

**Developing a Model of Teaching Speaking with Video
for the Students of Lembaga Bahasa dan Pendidikan Profesional
(LBPP) LIA Surabaya**

A THESIS

Presented to Master in Teaching English as a Foreign Language Program

Widya Mandala Catholic University Surabaya

In partial fulfillment of the requirements for the degree of Master of Arts in
Teaching English as a Foreign Language

By

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Developing a Model of Teaching Speaking with Video for the Students of
Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surabaya

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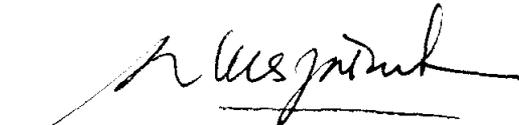
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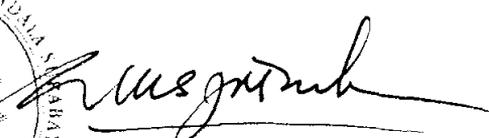
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For the support and pray

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through the ups and downs, I've never made it without her*

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TABLE OF CONTENTS

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
APPROVAL SHEET	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
ABSTRACT	ix
CHAPTER I INTRODUCTION	1
A. Background of the Development	1
B. Statement of the Problems	10
1. Video selection.....	11
2. Lesson planning	11
3. Video exploitation.....	11
4. Classroom management	11
5. Speaking activities	12
C. Objective of the Development	12
D. Theoretical Framework	12
1. The Cone of Experience.....	12
2. The Successful Speaking Fluency Practice.....	13
E. Specification of the Developed Model.....	13
F. Significance of the Development	14
1. To the researcher	14
2. To the LBPP LIA	14
3. To English teachers and lecturers in general	15
G. Assumption and Limitation of the Development.....	15
1. The Assumption	15
2. The Limitation.....	15
H. Definition of Key Terms	15
1. Model	15
2. Teaching.....	16
3. Speaking.....	16
4. Teaching speaking.....	16

5. Video.....	16
6. Teaching speaking with video.....	16
7. Model of teaching speaking with video.....	17
I. Organization of the Thesis.....	17
CHAPTER II REVIEW OF RELATED LITERATURE.....	20
A. The Cone of Experience.....	20
B. Teaching Speaking.....	25
1. Characteristics of Successful Oral Fluency Practice.....	25
2. The Problems of Oral Fluency Practice.....	26
3. Overcoming the Problems of Oral Fluency Practice.....	28
4. Discussion Activities in Speaking Classes.....	29
C. Teaching Speaking in LBPP LIA Surabaya.....	31
1. The Objectives and Techniques in Teaching Speaking.....	31
2. The Coverage of Speaking Skills Taught.....	34
D. Teaching with Video.....	34
1. The Advantages of Teaching with Video.....	34
2. The Problems Related with Video.....	36
3. Activities for Teaching with Video.....	38
CHAPTER III DEVELOPMENT PROCEDURE.....	40
A. The Procedure of the Teaching Model Development.....	40
1. First Stage: Determining Topic to Develop.....	42
2. Second Stage: Developing the Lesson Plan.....	42
3. Third Stage: Documentation.....	45
4. Fourth Stage: Evaluating the Lesson Plan and Try Out.....	46
B. The Try Out of the Teaching Model.....	47
1. The try out design.....	47
2. Try out subject.....	47
3. Data type.....	47
4. Research instrument.....	48
5. Data collection.....	50
6. Data analysis.....	51

CHAPTER IV THE RESULT OF THE TEACHING MODEL

DEVELOPMENT	52
A. The Needs Assessment.....	52
1. Data of the Needs Assessment about the Necessity of Developing a Model for Teaching Speaking with Video	53
2. Result of Data Analysis.....	54
B. Result of the Development Stage 1.....	55
1. Data and Data Analysis of the Teaching Model 1 Evaluation by an Instructional Design Expert	56
2. Revision to the Teaching Model Stage 1	61
C. Result of the Development Stage 2: the Description and Application	63
1. The Terminal Objective	64
2. Motivating Strategies	64
3. Presentation Strategies	66
4. Skills Practice.....	67
5. Summing Up	68
6. Assessment.....	68
D. Result of the Questionnaire for Students about the Try Out Session.....	69
1. Data of Questionnaire for Students about the Try Out Session	69
2. Result of Data Analysis.....	70
E. Result of the Classroom Observation by Independent Raters.....	71
1. Result of Classroom Observation from Observant A	71
2. Result of Classroom Observation from Observant B.....	72
3. Result of Data Analysis.....	73
CHAPTER V CONCLUSION AND SUGGESTION	75
A. Conclusion on the Model of Teaching Speaking with Video	75
1. Teacher talking time vs. students talking time.....	75
2. Amounts of students participation	76
3. Motivation.....	77
4. Language level	77
5. Mother tongue use.....	77
6. Video selection.....	78
7. Video exploitation.....	79

B. Suggestions	79
1. Application.....	79
2. Further development	80
BIBLIOGRAPHY	81
APPENDICES	83
1. Needs Analysis Questionnaire for English Teachers	83
2. Questionnaire for Students about the Try Out Session	85
3. Classroom Observation Checklist	87

ABSTRACT

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Key words: model, teaching speaking, video

There are several advantages of using video in the teaching of English as a foreign language (Harmer, 2001). Video provides visual effects for learning so that it greatly aids students' comprehension. It provokes cross cultural understanding. It gives good examples of how to use linguistic aspects in quasi authentic situation. It helps to raise and maintain students' motivation in learning.

However, *Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surabaya*, encountered some problems in the application of video in the teaching and learning practice, especially for the teaching of speaking skills. Some problems to mention were those related to video selection, lesson planning, exploitation of the video, classroom management, classroom speaking activities, classroom physical environment and facilities and the problems related to teacher's teaching instrument. This thesis was dedicated to find for solution for the problems.

The main theoretical framework used in this thesis was the cone of experience. The cone is based on the relationship of various educational experiences to reality or real life. It is stated in the cone that the more sensory channels possible in interacting with a resource, the better the chance that many students can learn from it (Dale, 1960).

This study was started by a need analysis to decide the topic to be developed and then followed by the development of the topic itself. Then the developed topic was tried out in a classroom where two independent observers did the sit in and evaluated the teaching and learning process by using Brown's (2001) classroom observation checklist. The class was also video taped. The result of the development was reflected in the observation result and in the video recording.

It was found that students were enthusiastic in learning by using video. Their enthusiasm was reflected from both the video recording and the questionnaire they had to fill after the teaching and learning session. They were motivated and eager to be active in classroom activities.

In conclusion, although there were several aspects that may hamper the teaching speaking by using video, the advantages were still obvious. Using video in the teaching and learning process might be a bit time consuming, but using it gave a new experience in learning English as a foreign language.