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

A THESIS

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ABSTRACT

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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.