



Improving Computer Student's Ability Through Video: Introducing Tourism Object by Speaking English

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Abstract

The goals of this study are to find out what is the good strategy to develop speaking skill ability of the students' computer engineering in the second semester to study English easily and more active in practicing, besides the lecturer can be more creative and motivate the students' to speak English in the class and others. This research was taken from the eight classes of second semester students in academic year 2018 at STMIK Budi Darma by "Introducing Tourism Object through Video" for English class speaking practice. By this research the writer found that the students from the class SI-P1801 has many students which have the highest score from another seven classes. Besides the score, the writer has rank the most tourism object visited by the students, they are; historical building, water spot, and the museum. The positive effect from these practice that the students learn more about another knowledge and experienced, and they can explore their knowledge by using media technology. The negative effects are they need to increase the grammar of English, and they need to practice their speaking skill more and more. To solve these problems the lecturer needs creating the book to study in the class for the computer student of STMIK Budi Darma.

Keywords: *teaching strategies, preparation and motivation*

1. INTRODUCTION

Indonesian government now a day has many deals to another foreign company to develop the economic of Indonesia. Most of these companies are related to the development in the field of technology. The alumni from the campus of technology and informatics are needed today. STMIK Budi Darma (Budi Darma Computer Informatic and Management Collage) has prepared the students to accept the new technology today which the target to create the student skill with the ability of computer and technology informatics to join develop of these country especially North Sumatera, Indonesia.

One of the language skills which is important is speaking. Teacher of English should be able to find some strategy to develop students' skills, especially in speaking. The teacher should be find the good method to teach the computer student to learn English joyful. Speaking English as a foreign language may not be too useful for the students, it will not affect of their daily life, but it will affect the students' performance in front of foreigners when they cannot construct good speaking. Lack of confidence and vocabulary to speak can be the main factor in speaking difficulties.

Brown [1] statements: that the intermediate students can be described as someone who have progressed beyond the novice stages to an ability to sustain basic communicative tasks, to establish some minimal fluency, to deal with few unrehearsed situations, to self correct on occasion, to few compensatory strategies and generally to "get along" in the language beyond mere survival.

Hinkel [2] defined speaking as a process of oral production of language that is one of the principal language skills among four traditional skills. Teaching, Learning and testing speaking in language education is arguably a difficult job Celee – Murcia & Olshtainn [3].

Based on the statements can be concluded that the mastery of speaking skills in English is a priority for many second or foreign language learners. Profound knowledge of oral strategies helps foreign language learners negotiate meaning and solve any communication problem.

In this research the lecturer needs to know the second semester students' ability in speaking by using video as a media communication to introduce tourism object, because this is one of part to develop students skill after the students' introducing their self to another person from class to class. By this speaking media presentation the lecturer needs to know how the students' ability is developed and what strategy is needed to developed their ability in speaking skill. In this case the lecturer needs the method to develop their skills in the classroom joyful and their skill language work are connected. By this research the lecturer will be known what and why the favourite object of the students to visit and introduce, because this is one of the strategy to increase the students sense of belonging their culture environment and that can be helped the government to introduce the tourist object which can be promote by media or social media.

The objective of this study to find out the effectiveness of speaking skill ability after the students' did research field of the tourism object and to find out the good communication in English skill of speaking, beside from their skill this activity is useful to the students to know about their object to promote which can be introduced by any media.

2. THE RESEARCH AND METHODOLOGY

The research data here from the Informatics students of The College of Computer Informatics and Management Budi Darma (Sekolah Tinggi Manajemen dan Informatika Komputer) STMIK Budi Darma Medan, which is located in Jalan Sisingamangaraja No. 338 Medan, North Sumatera of Indonesia, especially from the Semester II - 2018 who will be spoke to introduce the tourism object through video by research field, its mean that the students' will be doing study

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research field to find out the tourism object, means that the tourism object can be introduced about tourism place, culinary place, foods, the icons of the city, or the historic sites by describing about the object details.

The method used here is descriptive method. The writer will be taken the highest score from the eight classes of student's video presentation, and the writer will be taken the favourite tourism object to visit. The student's will be given two weeks to find out the tourism object and creating video presentation. The location is free, it can be nearby from the students' neighbourhood.

3. THE DATA ANALYSIS

The data was taken from the students highest scores from eight classes of English lecturer class, the lecturer has taken the highest score from each class. The data was taken from the scores of student's video presentation who introducing their tourism object in speaking English, and they have two weeks to prepare their presentation. The student's was collected their video presentation to the chairman class and these video played in front of the class by using media (LCD or In Focus). By these video presentation the students have shown their own ability to speak English from the outing class. By these video presentation they have described about history and the location of the tourism object. The lecturer highest scores has given to the students' video presentation who speak in English using correct pronunciation, speak in loudly, gesture, eye contact, less of text usage, and information complete about the object.

Based on the data scores, the writer will be rank the most class who has got the highest score from the video presentation, and the rank of most visited tourism object while doing practice.

4. FINDING ANALYSIS AND DISCUSSION

4.1 Analysis

Based on analysis students practical from research field to introduce the tourism object, the writer has taken eight students which the highest scores, and it can be shown from the table below, they are:

Table 1. The Students' Scores

NO	CLASS	NAME	SCORE
1.	A. SI – P1803	EVA IWANI LUBIS	80
2.	B. SI – P1803	MILLENIA RAHMADANI	80
3.	A. SI – P1801	ADINDA RAHMADHANI	80
4.	B. SI – P1801	FEBRIANUS GEA	80
5.	C. SI – P1801	JESIKA CHRISTI SIMATUPANG	80
6.	D. SI – P1801	KHAIRUNNISA	80
7.	E. SI – P1801	RIA ZULKARNAEN HARAHAP	80
8.	F. SI – P1801	USWATUN HASANAH	80
9.	G. SI – P1801	YURIKA SRI MUTIA	80
10.	A. TI – S1801	RIZQINA SILABAN	80
11.	A. SI – S1801	JULI NOVITA PUTRI ZEBUA	80
12.	A. SI – M1802	DIWA ABTAL DALIMUNTHE	80
13.	B. SI – M1802	GIDEON SINAGA	80
14.	C. SI – M1802	MUHAMMAD CHALVIN SYAHPUTRA	80
15.	D. SI – M1802	PUTRII MEGA SARI	80
16.	A. SI – M1801	EGI PRADES	80
17.	B. SI – M1801	MUHAMMAD FIRHAN FAHMI	80
18.	C. SI – M1801	SRI PANGESTUTI	80
19.	A. TI – M1801	FARHAN RAHMADHANI	80
20.	B. TI – M1801	NISFU SANNA LUBIS	80
21.	C. TI – M1801	SATRIA MARADONA SIMANJUNTAK	80
22.	A. SI – M1803	IHSAN	80
23.	B. SI – M1803	AGUS ANTONI TAMBUNAN	80
24.	C. SI – M1803	INDRIYANI ANGELINA	80



Table 2. The Tourism Object Most Visited

NO	TOURISM OBJECT CATEGORY	TOURISM PLACE
1.	Historical Building	Maimoon Palace, Grand Mosque, Kesawan Street, Post Office, Train Station, Indonesia Bank Building, and Merdeka Field
2.	Water Spot (Beach, Lake, and Hot Spring Water)	Pantai Cermin, Pantai Cemara, Pantai Datuk, Pantai Bunga, Pantai Bali Lestari, Danau Linting, Pemandian air panas sidebuk-debuk, Pariban, Rindu Alam, cole, ginting
3.	Museum	Rahmat Gallery, Museum Uang, Museum PDAM, Museum Negeri Medan, Museum Daerah Deli Serdang

From the above information table 4.1 the writer found that the students class from SI-P1801 has the highest scores than other class, that can be shown those class who speak in English using correct pronunciation, speak in loudly, gesture, eye contact, less of text usage, and information complete about the object, now they have more confident and courage to talk to other people, friends and lecturer in English.

From the above information table 4.2 has shown that the most visited place of the students, from the above information has shown that the first rank to visit is the historical building, second is water spot its mean for the beach, lake, or hot spring water, and the last rank is the museum.

4.2 Discussion

From the above information has given research findings, and the discussion is based Preparation, vocal power, stage presence, the motivation, teacher's role and learner's role.

4.2.1 Preparation

Rehearse your talk until the smooth flow of your delivery no longer requires the greater part of your concentration. This smoothness starts with through familiarity with your material, and continues through memorization of the key points in the text of the talk itself. Take time to experiment and try out new ideas. Give yourself the opportunity and the freedom to try different ways of introducing your topic, experiment with the order in which you make your points. You never know where a good idea is going to come from, so if you can allow time from some happy accidents.

As important as mental readiness is, you should also prepare yourself vocally and physically. Are you speaking in a large space? Then pay particular attention to a good voice warm up, starting with breath relaxation and proceeding to a progressive awakening of your body's vocal resonators. Right before your presentation, take a few moments to regulate and deepen your breathing. When it comes to public speaking, your breath is your best friend, your first recourse, your last resort, your support, and your touchstone. The moment your start to feel a case of nerves building up, take a breath. You will start to feel better immediately and your voice will convey your relaxation and confidence.

4.2.2 Vocal Power

No matter how nicely you're dressed, no matter how clever and elaborate your power point visuals, sooner or later you will have to speak. Many excellent voice manuals are available which outline whole programs of exercises designed to free and strengthen the voice by attending to the physical mechanisms necessary for its support. Among the best are *The Right to Speak* by Patsy Rodenburg [4] and *The Natural Voice* by Kristin Linklater [5]. Both of these books are intended primarily for actors, but both also discuss the usefulness of voice work for anyone who wants to speak with greater assurance and expressiveness.

Many people habitually rely on a comparatively narrow part of their vocal range and power, using only part of their resonating capacity. If we simply try to push our voice in a large space you may very likely injure yourself, and your voice (like any other part of your body) will take a certain amount of time to heal. As it is, many people over estimate the sheer volume required to be heard in a large space, speak more loudly than necessary as a result, and more fundamentally mistake vocal force for vocal power. Force is pushing, it is shouting. Check in with yourself. If your throat hurts, you're using force. Power involves a rich employment of vocal range and resonance, creating a sound that reaches out to listeners and compels attention with knowledge and passion.

One simple way to create this compelling interest is to vary your vocal melody. This seems an intuitively obvious kind of trick: shun the monotone. Just by moving slightly up and down your range, you instantly add interest and texture to your delivery. A word or phrase can effectively be emphasized this way, instead of by simply making it louder.

4.2.3 Stage Presence

Too many speakers undermine their presentations by appearing apologetic or self-effacing from the outset. Remember: you are your audience's window into your subject. Think of the different effects created by speakers who remain frozen behind the lectern, clutching it in a death – grip as a shield against the audience. Then there are those who prowl around the rostrum like caged tigers. Pacing back and forth and making the audience think that they are about to pounce. There



may very well be occasions when you might wish to make use of such techniques: be sure, however, that you employ them consciously as techniques, instead of lapsing into them as habits.

Your audience wants you to be interesting and confident; they don't want to see you trying to hide from them behind jargon and diagrams. Give yourself the preparation you need, speak with power and passion, fill the stage with your presence, and above all take pleasure in your performance and your audience will too.

4.2.4 Motivation

Motivation is an important factor which determines the rate at which learners undertake the activities. Motivation is "the crucial force which determines whether a learner embarks on a task at all, how much energy s/he devotes to it, and how long s/he perseveres." [6] [7][8] this is an indication that the communicative skills are developed when the learner is motivated and is provided with opportunity to practice using language in context. The expert observed [9] that some learners lack motivation to speak English because they do not see the need to learn or speak English. It means that the teachers should endeavor to explain to their learners the importance of learning English language in order to develop internal motivation.

It is not easy to start the students to speak English in front of the other people, especially in the big campus, the lecturer not only gave the instructions but the motivation is needed to the students can speak English in front of other people especially to the other lecturer and students that they didn't know before. This is one of the challenges to the lecturer to make it successful, it's needed hardworker to the lecturer and students.

Based on the field study research the writer found that the students need good confidence to speak in front of another people, because they have some problems to start their practice without text. By this practice the students' is needed learn more and more how to explore their knowledge about tourism object.

4.2.5 Teacher's Role

According Alharbi [10] Teachers should facilitate the learning process by providing learners with knowledge, and this requires that teachers use teacher centered methodology but be tactful to be aware of the culture of the community in order to take care of the learner cultures [11]. Here, the lecturer should train the students before they start to speak English practice on the field, the students should have practice to speak English by introducing their self in the classroom, by this practice students will be known what can they do and prepare before start to speak from class to class.

In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Essentially, the class manifests student – centered backdrop rather than teacher centered.. teachers are to prepare classroom activities that are devoted and best facilitate speaking exercises [12].

4.2.6 Learner's Role

Learners also play an important role in speaking skills lesson. First, students should be ready to interact with the curriculum being provided. It will be required the learners who have internal motivation. It can be increased self esteem, confidence and willingness to communicate [10]. Then the learner develop long-term self motivation and determination which will enable them to put more effort by participating actively in classroom activities and speaking in English outside the classroom.

According Talley and Hui-ling [13] there are four strategies in classroom communication interaction. A learner should: think of what they are going to say, think about the structures they are using but do not let them interfere with what they want to say, do not be afraid to make mistakes (mistakes are normal as you are learning a language) and when you are not understood, use repetition, gestures, synonyms, definitions, acting out, whatever comes naturally as you begin to feel more proficient in the language.

The learner should accept the opinion and suggestion from another lecturers and senior students while doing practice to speak English. Caused it can be positive input to the learners to be good practical.

After analysing the students practice the writer found that the students desired to study English is higher than before, and it make the lecturer easy to teach and practice the English subject in the class, and students is easy to practice their speak in front of the class, and no more nervous to speak, now they are more active to show their English skills in front of the class, not only in the class but now they can interactive to another students in English conversation although their grammar is not perfect. As long as the students' wants to speak, she/he can do it.

By this research the writer has found the new strategy to increase the student ability to speak English in the class, and from this research the lecturer is needed to upgrade the level of speaking material to the students, caused by the upgrade material the students can be developed their words, pronunciation, grammar and sentences to speak English. The lecturer should be creative to make it easy and joyful, by learning and joyful can make the students' easy to learn and speak English actively.

5. CONCLUSION

This method is one of the strategy of English lecturer to stimulate and motivation the students to make it more active to study and learning English in the class especially to speak English in front of the people, its mean that the lecturer is activated to pursue the students to study and learning English in the class and it has positive effect to the students in the class, now they start to like English subject and want to develop their ability for English skills not only in speaking but



they need reading, listening, and writing too. Based on their practice by research field in speaking English now they have well emotional to control their self, because they have good experience to study how to solve the problem when they were in the field research. In psychology of emotional they can passed it. The last, now the students know other tourism object that they never come before, and they will try to explore to another place, now they can communicate about their knowledge by using the media easily. Besides learning English joyful, they learn about another knowledge easily by using technology update.

Grammar is one of the weakness while doing these practice from class to class, and by this research the writer suggested to the study program to add the meeting hours in the class, and for the lecturer the writer suggested to create learning English of Grammar in joyful, caused it can make the students enjoy to receive the material. While English grammar is one of the hard study to accept by them causes of difficult to understand by computer students.

English book in the class is needed to help the learners study English, the lecturer can be more creative to input the new phenomena for English study, by this book the student can learn what issues happen in today's world, and the lecturer can use the mutlimedia to explore the student knowledge and ability while doing study English.

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