IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIDEO

CLIPS AT SMP KARYA BUNDA IN THE ACADEMIC YEAR 2018/2019

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic

University of North Sumatra Medan as a Partial Fulfillment of

Requirements for the Degree of Sarjana Pendidikan

By :

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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MEDAN

2019

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Perihal   : Skripsi   Bapak Dekan

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Judul   : **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIDEO CLIPS AT SMP KARYA BUNDA IN THE ACADEMIC YEAR 2018/2019**

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      Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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ABSTRACT

AMRAINI REZEKI. 2019. IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIDEO CLIPS AT SMP KARYA BUNDA IN THE ACADEMIC YEAR 2018/2019

Adviser I : Dr.Sholihatil Hamidah Daulay, M.Hum

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This research was aimed to improve the students' speaking ability through the use of video clips. The subjects of this study were 25 students at 10th grade in junior high school of Karya Bunda, Medan in academic year 2018/2019. This research was conducted by using classroom action research that consist of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman. The result of this research showed that the mean of the students score was 54,72 in which there were 5 from 25 students who passed the standart minimum score or KKM. In the post test I, there were 10 or 20% who improved and the score mean was 65,12. Meanwhile, in the post test II, the mean score was 78,12. There were 18 students or 72% passed the standart minimum score. It indicated that video clips could improve the students' speaking ability. This result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process. They were also active in learning proccess.

Keywords: Speaking Ability, Video Clips.

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الرحيم الرحمن الله بسم

Assalamu 'alaikum Wr.Wb

Praise to Allah Swt. The cherisher and sustainer of the world, the beneficant and the merciful. Peace and his glassing, mercy is unto beloved and our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family.

The aim of finishing this thesis is partial fulfillment of therequirement for S-1 program English Departmment. Tarbiyah and Teachers Training, The State Islamic Uuniversity of North Sumatera. The writer conducts this thesis under the tittle "**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THE USE OF VIDEO CLIPS AT SMP KARYA BUNDA IN THE ACADEMIC YEAR 2018/2019.**" Writing this thesis is not easy. It spends much time and energy to complete it. Without helping and encouragement from the people, this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I would like to express my sincere grattitude to:

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The words are not enough to say appreciations for your help and contributions on this thesis. May Allah guide you always and give you happiness in your life. The writer would be pleasure to accept some critics and corrections to this thesis becase the writer reazlide that it is not perfect. Hopefull this thesis useful for those who read and experiences in the field of education.

Medan, November 2019

AMRAINI REZEKI
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CHAPTER I

INTRODUCTION

1.1 The Background of Study

Teaching English in the school to improve 4 skills in English, such as: Listening, Writing, Reading and Speaking. Speaking is how to express the meaning of their said and make the other friends understood with the said. In the class, was an English teacher, so that make the student understand with the study of English and can speaking English in the classroom. Improving students' speaking ability is the main purpose a teacher side teach the other of English ability.

In teaching and learning process from the four skills of English, speaking is students' ability most difficult thing for the students. The student got bored easily, lazy for study if the English lesson. They were afraid to speak English in the class, and most of them were shy to spoken English because their mistakes in grammar, lack of vocabulary, they did not know how to express say the words correctly, so they got shy to communication with their friends by using speak English, and this problems make the students lazy and did not pay attention to the teacher because got bored. In fact, the teacher was not good enough in English teaching in the class.

They are did not pay attention when the teacher explain about the subject and seem got bored and lazy and more choose kept talking with their friends, there was a good communication between students' and the teacher but the teacher no use media to interesting of the students' and then they also did

not have opportunities to speak English because the activity was only doing the task from the LKS.

In addition, when the teacher asked a question to the students, they just kept silent and were afraid of making mistakes. The media can be affective the development of the students' speaking ability. They can more interactive and attractive to get more attention from the students. SMP Karya Bunda actually has already have adequate facilities such as, sound speakers and LCD projectors but the teacher no used them in the class.

One of the media that can be used to improve student's speaking ability is video clips. Video clips can attract the student's attention through the sounds and moving pictures, so that they will be motivated to learn English. There are some advantages of using video clips as media in the teaching and learning process. First, media can support the teacher to transfer the knowledge. Second, it is more interesting and enjoyed. Finally, video clips would make the students learn the use of English in a real context while developing their listening, speaking, and pronunciation skills through the native speaker's talk.

To solve these existing problems, it is necessary to conduct the research in order to improve the student's speaking ability by using video clips. Moreover, the researcher, the English teacher, and the students have to work collaboratively to identify and to make the problems solved. When the problem is solved, the students are expected to be able to improve their speaking skill.

1.2 The Identification of study

Some problems about how to improve the student's speaking ability in the class had been found. There are :

- The lack of students enthusiasm in developed their speaking ability

- Most of the students were passive because they are lacking of vocabulary

- Most of them were shy to speak English because the mistakes of grammar

- Students lack of confidence in communicating using English.

1.3 The Limitation of Study

The discussion of the study needs to be limited. This study was conducted to solve the problems by focusing on how video clips as learning media are used in speaking class. A video clip is one of the media that can be used to improve the student's speaking ability of SMP Karya Bunda. Actually, it is so difficult to solve all of the problems. Therefore, the scope of the study is limited to whether the video clips can improve the speaking skill of SMP Karya Bunda.

1.4 The Formulation of Study

From the background, identification, and limitation of the problem stated before, the problem of the research was formulated into:

1. How is the improvement of students speaking ability by using video clip at SMP Karya Bunda?

2. Do the use of significantly improve student's speaking ability at SMP Karya Bunda?

1.5 The Aim of Study

Related to the formulation of the study, the objective of this research is : To improve the speaking student's ability through the use of video clips at SMP Karya Bunda.

1.6 The Significance of Study

This research is expected to give contributions to the parties related to the English teaching and learning process such as:

1. For the English teachers, they can improve the quality of English teaching and learning process at SMP Karya Bunda.

2. For English Department of The State Islamic University of North Sumatera, it can be used as a research reference for other researchers who have similar topics and purposes.

3. The last, for other researchers, this study can be used as a reference to those who want to conduct research in students perception and the use of video clips.

CHAPTER II

THEORITICAL REVIEW

2.1 Theoretical Review

In this chapter, the discussion focuses more on the theoretical reviews, related studies and conceptual framework. At the end of this chapter, conceptual framework explains the discussion in general.

2.1.1 Theory of Speaking

2.1.1.1 The Nature of Speaking

Speaking is one of the skills in learning English that has to be mastered by the students. Therefore, a teacher should know the definition of speaking first and delivered it to the students. Many experts define speaking in different ways. In Oxford Dictionary definition of speaking is "The action of conveying information or expressing one's feelings in speech"[1]. So, speaking is your expression with your friend about anything, According Brown and Yule state in their book, "Speaking is to express the need-request, information, service, we assume that normal speakers of a language achieve an ability to express their needs, to communicate information, at least in short bursts[2]"

Most of people spend their daily life with communication to other. Therefore, communication involves at least two people where both the sender and the receiver need to communicate to exchange their opinion, ideas, and feelings. Speaking is the productive skill in the oral mode. It is like the other skills, but more complicated than it seems at first and involves more than just

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[1] http://en.oxford dictionaries.com accessed on Sunday, 12th December, 2016 at 7.18 pm
[2] Gillian Brown and George Yule, *Teaching the Spoken Language*,(Cambridge : Cambridge University Press,1983)p 14

pronouncing word.[3] It means that the speaker must consider with the person who they were talking as the listeners. Every communication surely has a message across because speaking is not only producing a sound. Therefore, the speaking process is the important activity that should be paid attention well to get the goals and the speakers also should use the appropriate way to say. Speaking for the students is a difficult thing. Most of them have a doubt when they want to say something. According to Thornbury " Speaking is so much a part of daily life that we take it for granted.[4] Spoken language consist of short, often fragmentary utterances, in a range of pronouncation, there is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use no-specific references (they tend to say 'thing', 'it', and 'this' rather than 'the left-handed monkey wrench or 'th e highly perfumed French poodle on the sofa')[5] They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot.

It is important that everything we wants to say is delivered in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Speaking also explain in the Qur'an which in QS Ar-Rahman : 3-4

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[3] Siti Zubaidah, and Asrina Sari Br. Sembiring, *Speaking Skill 2*, (Medan: UIN SU, 2011)p 1
[4] Scott Thornbury, *How to Teach Speaking*,(England: Longman, 2001)p 1
[5] David Nunan, *Designing Tasks for the Communicative classroom*,(Sydney, Cambridge university, 2001)p 26

خَلَقَ ٱلْإِنسَـٰنَ ﴿٣﴾ عَلَّمَهُ ٱلْبَيَانَ ﴿٤﴾

The meaning : Created man (3), And taught him eloquence (4)[6]

In other QS Al-Mujadilah : 9

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا تَنَـٰجَيْتُمْ فَلَا تَتَنَـٰجَوْا۟ بِٱلْإِثْمِ وَٱلْعُدْوَٰنِ وَمَعْصِيَتِ ٱلرَّسُولِ وَتَنَـٰجَوْا۟ بِٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَٱتَّقُوا۟ ٱللَّهَ ٱلَّذِىٓ إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

The meaning : O you who have belived, when you converse privately, do not converse about sin and agression and disobidience to the messenger but converse about righteousness and piety. And fear Allah SWT, to whom you will be gathered (9)[7]

To support those definitions of speaking, there are the micro skills of oral communication from Brown:

1. Produce chunks of language of different lengths.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

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[6] Al-Bayan (2001),*Alquran dan Terjemahannya,*Semarang:Asy syifa, p.1429
[7] Ibid,p.1461

7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, hack tracking-to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituent – in appropriate phrases, pause groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face – to – face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and

accurately assessing how well your interlocutor is understanding you.[8]

The micro skills above help the teacher to focus on clearly conceptualized objectives of teaching. However, numerous other forms of spoken language are also important to be joined into a language course, especially in teaching listening comprehension.

Harmer added in the Danisa's thesis that when two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people communicate because there is an information gap between them, and they genuinely need information from other people. In the context of EFL/ESL learning, the ability to convey messages in natural communication is of paramount importance.

Meanwhile, Nunan argues in Prucesia's thesis that oral communication can be considered successful if it involves:

a. developing the ability to articulate phonological features of the language intelligibly

b. mastering intonation patterns, stress, and rhythm

c. improving transactional and interpersonal competence

d. developing acceptable fluency

e. good skills in taking short and long speaking turns

f. good competence in the management of interaction

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[8] H.Douglas Brown,*Teaching by Principles:An Interactive Approach to Languge Pedagogy Second Edition,*(New York: Pearson Education,Inc, 2001) p.271

g. negotiation of meanings

h. improving conversational listening skills (good listeners is required

i. in conversations as well as good speakers)

j. developing competence in knowing about and negotiating purposes

k. of conversations

l. using conversational fillers appropriately

2.1.1.2 Types of Speaking Performances

Brown describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students" speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.1.3 Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as "Instruction", it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life.[9]

Brown from a communicative, pragmatic view of the language classroom, listening, and speaking are closely interwined. More often than not, ESL curricula that treat oral communication will simply be labeled as " Listening/Speaking" courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession.[10]

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown states that there are seven principles for designing speaking techniques.

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[9]Ibid, p 14
[10] Ibid p 267

a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies. [11]

Teaching is an exciting job and needs professional skills to be a teacher to face so many problems in teaching learning processes. Today, so many references help teachers to get some solutions of problems in the teaching learning process. The teacher should do much of his/her work before starting the classroom. Teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches. Syllabus technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members.

It can be stated from the definition above that teaching is not always about knowledge and presenting the information to students. Teaching also needs strategies to achieve which the goals are the students' and teachers' expectation

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[11] Ibid p 275

2.1.1.4 Teaching Speaking in Junior High Schools

Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language.[12] They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations. The English teaching in junior high schools in Indonesia is aimed at developing students communicative competence which covers the four language skills: listening, speaking, reading and writing (SKKD, 2006)[13]. Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teaching of four language skills should be proportional. The teachers should improve both students' receptive and productive skills equally.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency in junior high school. Oral skill have hardly been neglected in EFL/ESL course (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skill has long been the focus of methodological debate. Teachers and textbooks make use of apply a variety of approaches, ranged from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and

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[12]Ibid, p 91

[13] Departemen Pendidikan Nasional, *Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah.* Jakarta: Badan Standar Nasional Pendidikan, 2006

questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.[14]

In teaching of speaking, the teacher mostly emphasizes her teaching product of speaking. It means that the teacher sometime practice the teaching of speaking, started by only explaining the topic the student are going to speak about, while the students listen to the explanation. No model is provided to the students as the example. The students are asked to write and read short dialogue or composition in certain time allocated without practicing to speak in oral or to produce what they have learned before.

2.1.1.5 Classroom activities

Brown states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person.[15] He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and nonverbal language. Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language. According to Thornbury, communicative tasks or activities fulfill two important roles and language learning needs. They are preparing students for real – life language use and encouraging the automization of

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[14] Jack C. Richards *Teaching Listening and Speaking From Theory to Practice*, New York: Cambridge University Press,2008)p 19
[15]Ibid, p 269

language knowledge. He also states that communicative activities or tasks are characterized by some aspects as follows:

1) the motivation of the activity is to achieve some outcome, using

   a) language

2) the activity takes place in real time

3) achieving the outcome requires the participants to interact i.e. to listen

   b) as well as speak

4) because of the spontaneous and jointly constructed nature of the

   c) interaction, the outcome is not fully predictable and

5) there is no restriction on the language used.[16]

According Harmer states six classroom speaking activities. They are acting from scripts, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts activities that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as a theatre director who draws attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the

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[16]Scott Thornbury, op. cit. p 79

dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication among students. The games are made based on the principle of the information gap so that one student has to talk to his/her partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer in His book discussion range is divided into several stages from highly formal interactions, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, the students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is giving instant comment which can trains the students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their mind. The last was formal debate. The students are asked to prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as "panel speaker"

produce well-rehearsed "writing like" arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

The students are asked to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more "writing like". However, if it is possible, the students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, who helps them in the design process.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or train the students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. The teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. The teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, the teachers can use some pictures or maybe videos

in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.[17]

Moreover, Kayi proposes other activities to promote speaking so that students can practice and produce oral language well.[18]

1) Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since the task cannot be completed if a person does not give information the partner needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

2) Brainstorming

In brainstorming, students generate ideas in limited time based on particular context and given topics. This activity is effective to improve students' fluency since they are not criticized for their ideas. Students will be able to share their new ideas freely.

3) Interviews

Conducting interviews with other people helps students to socialize and give them opportunities to practice speaking both inside and outside the classroom. Given selected topics, students should prepare their own interview questions to develop their creativity and critical thinking. After interviews, each student can present his/her study to the whole class.

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[17]Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition,* (London: Logman, 2007), p 349

[18] http://Kayi-Teaching Speaking Activities to Promote Speaking in a Second Language (TESL_TEFL).html accessed on Sunday, 10th January 2017 at 11.02 am

4) Storytelling

Students can summarize a tale or story they heard from someone or create their own stories to tell their classmates. Storytelling fosters students' creativity and self-confidence. It also helps them to express their ideas in sequence format of the beginning, development, and ending of the story, including the characters and setting a story should have.

5) Reporting

Students are asked to read a newspaper and magazine or watching news program on the television before coming to the class. Then, they should report it to their classmates. To make a variety in the class, students can talk about their interesting experience in their daily life.

6) Picture describing

A way to make use of pictures in speaking activity is to provide students with pictures and make them describe the pictures. Students can work in groups and each group is given different pictures. After discussing the pictures, a spoke person from each group should describe the picture to the class. This activity fosters students' imagination and creativity as well as their public speaking ability.

2.2 Using Video

2.2.1. Definition of Video Clips

Mayer has defined video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Continuous growth of online video can be beneficial for

educators as the access to an extensive and expanding spectrum of topics are increasingly available to them. Trends in educational video viewership have risen in recent years. This is an indication that the use of online videos and its benefits are tapped by the education practitioners.[19]

Richards and Renandya defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.[20] It means that video clips are multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Mixtures of sounds, pictures, mental images, perceptions, figures, texts, and others can facilitate students' engagement in and improve the teaching and learning process. Video clips are different from other videos because of the duration of time.

There are a number of videos that have been made specifically for the ELT classroom which are accompanied by activity books and teacher's guides or accompany course books. There are also a number of authentic sources of suitable videos: animated stories, TV children's programs, documentary (BBC World of Wildlife), and self-made videos.

[19]Balakrishnan Muniandy and Sathiayapriya Veloo, *Managing and Utilizing Online Video Clips for Teaching English Language: Views of TESOL Pre Service Teachers,* (Singapore: IACSIT Press,2011) p 173

[20]Richards, J. C.and W. A. Renandya.(eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge UniversityPress, 2002) p 364

2.2.2 The Advantages of Using Video Clips

Harmer states there are many advantages in using videos in the teaching and learning process:[21]

a) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b) Cross-cultural awareness, which allows the students to look at situations for beyond their classroom. Videos also give the students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c) The power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable.

d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled combined with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening to how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more. In addition, by watching videos, the learners can become more inquisitive and intellectually stimulated according Denning "Video is an educational media with a foremost place in current and future education, even in the context of growing interest in 'interactive multimedia'. Through

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[21] Jeremy Harmer, *The Practice of English Language Teaching Third Edition*(London: Logman,2001)p 282

thoughtful planning, video instruction can be used to promote 'interactive' learning, in the best sense of the word – the sense of active learning described in this article. Videos can be used to help promote student curiosity, speculation and intellectual engagement. They can help promote group learning discussions and activities allowing learners to use knowledge they already have and higher-order cognitive skills required to extend their knowledge. In combination with other instructional strategies, videos can allow learners to make their own input into learning experiences and to realize the personal importance of learning itself. It is up to the teacher to develop processes and circumstances to get the most 'interactive learning' value from video and to help bring the video experience into the real world of the student as learner."[22]

2.2.3. Video Types

According to Harmer there are three basic types of video. They are off air programs, real world and language learning videos.[23]

a. Off-air-programs: programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the student's own creativity.

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[22] http://www.media-and-learning.eu/resource/video-in-theory-and-practice-issues-for-classroom-use-and-teacher-video-evaluation accessed on Sunday, 12th December 2016 at 10.35 pm
[23] Jeremy Harmer, Op. cit. p 284

b. Real-world video: there is no reason why we and our students should not use separately published videotape material such as feature films, exercise "manuals", wildlife documentaries or comedy provided since there are no copyright restrictions for doing this.

c. Language learning videos: the main advantage of specially made videos is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal student's topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. The disadvantage of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

2.2.4. Video Teaching Techniques

Harmer has points out some video teaching techniques, especially dealing with viewing techniques. There are five viewing techniques:[24]

First, fast forward technique is a technique used when the teacher presses the "play" button and then fast forwards the video, so that the sequence passes silently on the students have to guess what extract was all about and what the characters are saying.

Second, silent viewing (for language) is the teacher plays the tape at normal speed, but without the sound. Students have to guess what the

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[24] Jeremy Harmer, Op. cit. p 284

characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

Third, silent viewing (for music) is the same technique can be used with music. The teachers show a sequence without sound and ask the students to say what kind of music they will put behind it and why. When the sequence is then shown again, with sound, students can judge whether they chose the same mood as the director/composer.

Fourth, freeze frame is at any stage during a video sequence we can "freeze" the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

Fifth, partial viewing is one way of provoking the student's curiosity to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, by leaving the edges on view, we can put little squares of paper all over the screen and remove them one-by-one so that what is happening is only gradually revealed.

A variation of partial viewing occurs when the teacher uses a large "divider", placed at right angles to the screen so that half the class can only see one half of the screen, while the rest of the class can see the other half. Then they have to say what they think the people on the other side saw.

By watching the video, the students also expected to be able to retell the information that they get from the video by spoken/orally. Therefore, we can know the students who did not pay attention.

2.3. Related Studies

The research about video clip has done by Danisia Puji Wahyuni that was *"Improving Speaking Skill of The Seventh Grade Students of SMPN 1 Mlati, Sleman, Through The Use of Video Clip in the Academic Year of 2013/2014"*. This research explains about the application of video clip in teaching speaking ability. She conducted the research started on April 9th to April 21th 2014. She used video clip to teach speaking in order to improve the students speaking ability, because by using this media is more effective than just memorizing the words.

In fact, the result of the data shows that the result score of students test that had improvement in each cycle. The average score of students test in cycle 1 was 72, the next cycle was 83 and last cycle was 87. It showed that the students were interested in teaching and learning english by using video clip in speaking ability.

By using video clip, the researcher hopes that students will be interested in learning speaking and it is easier for the researcher to transfer her knowledge to the students.

2.4. Conceptual Framework

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they had limited vocabularies and grammar knowledge. Teaching and learning process cannot be separated from the use of media because media are considered as

teacher's language. Media are tools that facilitate the tasks of language learning. One of the techniques that can be used in the teaching and learning process is using video clips.

According to Harmer, video can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. One of the benefits of video-making for students is the chance to display what they have done and get feedback on it from classmates and teachers.[25]

It is clearly stated that video can support the teaching and learning process. Besides, video could combine the audio and visual elements that other media cannot do. Therefore, the students could learn a language by listening how native speakers pronounced some words and also by observing their facial expressions and gestures. These advantages could be maximally used in speaking teaching and learning to improve the students speaking ability.

Considering the need of improving the student's speaking ability, the researcher found out that the use of using the video clips in the teaching and learning process could produce many improvements both on the quality and ability of the student's speaking ability especially to improve their vocabulary, pronunciation, and grammar. Therefore, researcher intended to conduct action research at SMP Karya Bunda She worked collaboratively with the English teacher and students' at SMP Karya Bunda . The collaborative work was aimed to improve the speaking ability at SMP Karya Bunda.

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[25]Jeremy Harmer, Op.cit. p 292

The figure 1 in the next page is presented the schema of conceptual framework as the followings

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┌─────────────────────────────┐
│   The main field problems.  │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│ 1. The use of interesting   │
│    media was important,     │
│    that facilitated the     │
│    tasks of language        │
│    learning.                │
│ 2. The students had         │
│    limited vocabularies     │
│    and grammar              │
│    knowledge.               │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│   The use of video clips.   │
│                             │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│ The students could retell what │
│ information they could get orally │
│ and knew how to speak/how to │
│ pronounce each word correctly │
└─────────────────────────────┘
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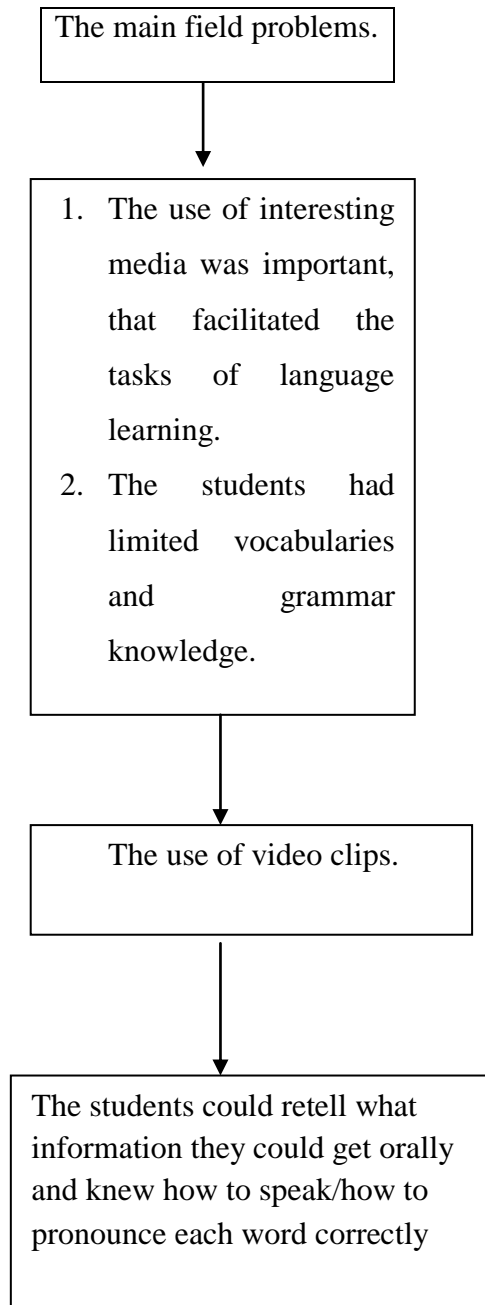
The researcher proposes the hypothesis that there is improvement on students achievement after being taught by using video clip.

CHAPTER III

METHODOLOGY OF RESEARCH .

3.1 Research Setting

This study took place in SMP Karya Bunda which was located in Jl. Vetpur Utama No 77 , Medan Estate, Percut Sei Tuan, Deli Serdang. The school has 12 classes. There were two english teacher in the school. The research study was conducted at VII grade of SMP Karya Bunda.

3.2 Type of the Research

This study is an action research, a research that becomes increasingly significant in contemporary professional teaching practice. This research focused on the effort to improving students speaking ability through video clips at SMP Karya Bunda.

This research study will implement in the form of collaborative action research. The research will conduct collaboratively with the English teacher and the students. There have been numerous definitions of action research proposed by some experts.

3.3 The Subjects of the Research

The subjects of this research would the students at SMP Karya Bunda. There would thirty two students were twelve up to thirteen years old. The students live in Medan and other village. They went walked. Their parents had occupation civil, Fisher, military/police officer and farmer. SMP Karya Bunda will choosen because according researcher, most of the students were shy to practice speaking. Based on the interview with English teacher, the researcher found that the students at SMP Karya Bunda came from different kinds of

Elementary school and have the different of knowledge about English speaking.

3.4. Data Collection

3.4.1. Types of the Data Collected

The data collected would qualitative in nature but also supported by quantitative data. The qualitative data were obtained through interviews and observations.

3.4.2. Data Collection Techniques

The qualitative data would gain through observations and interviews. Meanwhile, the quantitative data would collect from various kinds of speaking tests. Furthermore, those techniques are explained as follows:

a. Observation

This observation will to discover valuable information related to the teaching and learning process. The information here will related to the student's involvement during the lesson, the student's understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process.

b. Interview

The researcher had a personal contact with the participants so it provided an opportunity for her to make a close relationship with the participants. The researcher interviewed the participants (the students and the teacher) before, during, and after the action.

c. Speaking tests

Speaking tests would administer to see the students' improvement in their speaking. There would a pre-test to know students speaking ability before the implementation of the actions, and post-test to find their speaking ability development. The results of the tests then would assessed by the researcher and the collaborator. The results of those tests became one of the indicators to decide the next plan and to draw the conclusion of the research.

d. Documentation

Documentation of the qualitative data will gained through taking photographs, audiotape, and videotape recording to monitor and to evaluate the action. Meanwhile, the quantitative data were gained in the form of pre-test and post-test for each cycle.

3.4.3. Instruments Used

In conducting the research, the researcher used some research instruments. The instruments for collecting the data will be in forms of observation checklist, field notes, interview guidelines, photographs, student's speaking, and scoring rubric. Each research instrument supported each other.

First of all, an observation checklist will need to record the observation data during the observation process by giving a tick mark ($\sqrt{}$) on the aspects that are being observed. It will useful to gain information about the condition of the teaching and learning process. Secondly, field notes would used to gain some important information that is sometimes accidentally existed in the data collection process. The third one is interview guidelines. Interview guidelines would useful to guide the researcher in asking important questions related to

the information needed for the research. The interview guidelines helped the researcher to conduct the interviews in a sequenced order. Next, important moments during the research would need to be captured. The photographs were useful as supporting evidences for the research. Fifth, to see the students' improvement, their speaking was useful to decide whether the effort was successful or not. The last instrument was a scoring rubric. A scoring rubric was needed to assess the student's speaking. This rubric consists of the speaking aspects or criteria, the scale of the score and also the descriptions of each criterion. The researcher used an analytic scoring rubric proposed by Dick, Gall, and Borg which consists of four criteria; fluency, pronunciation, accuracy, and vocabulary.[26]

3.5. Techniques of Collecting Data

The data of the research would qualitative and quantitative. The qualitative data would obtained through observation, interview, and documentation related to teaching and learning process of speaking in the classroom including the techniques used by the teacher, the learning media and the classroom speaking activities.

1) Observations

Observations would conducted to discover valuable information related to the teaching and learning process, the students speaking ability, the students' involvement during the lesson, the students understanding of the given materials, the methods and techniques used by the teacher, and the media used to support the teaching. The results of observations were in the form of field

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[26]Gall, M.D, Gall, J.P, and Borg, W.R. *Educational Research: An Introduction (7th Ed).(* Boston: Pearson Education, 2003) p 571

notes. Field notes were useful to examine experience in order to understand it better by writing about it. It was used to record activities and situations during the research. By using field notes, the researcher could examine the data and deal with the problems of analysis.

2) Interviews

Interviews put the researcher in personal contact with the participant. Thus, it can provide an opportunity to ask follow-up questions, reveal rich insights into the thinking of the participants and help explain why the participants made the choices they did or how they think about a particular issue.[27]

3.6. Validity and Reliability of the Data

To get the validity of the data, According Burns proposes five criteria of validity. They are as the following:

1. Democratic validity : it is related to the participants personal opinion, ideas, and comments about the implication. To get democratic validity, the researcher conducted an interview to examine the teacher and student's opinion, ideas, and suggestions.

2. Outcome validity : it refers to the action that leads to solve the problems. In this research, this principle can be fulfilled by the improvement of the student's speaking ability as the main purpose through the use of video clips.

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[27] http://John_E._Henning,_Jody_M._Stone,_James_L._Kelly]_U(BookFi).pdf accessed on Sunday, 31th December 2016 at 1.45 pm

3. Process validity : is related to the criteria to make the action research believable. This criterion was applied to validate the data by observing at the teaching and learning process during the research.

4. Catalytic validity : is required that the participants will moved to take action on the basis of their understanding of the subject of the study. It referred to the change in the student's and teacher's perspective and attitudes towards the speaking skills after the implementation.

5. Dialogic validity : is dealt with the process of peer review. This research involved the teacher as the collaborator. The researcher and the collaborator examined the failure and success of the action. [28]

3.7. Research Procedure

The researcher used the procedure of action Research proposed by Kemmis and Mc Taggart in Burns. The procedure is as follow:

a. Reconnaissance

In this stage, the researcher found out valuable information concerning on the students' speaking skills. The researcher identified the existing problems and obstacles in teaching speaking by observing and interviewing the teacher and students.

b. Planning

After doing observations and interviews in reconnaissance stage, the researcher made some plans to determine feasible actions to be implemented in the field. In planning the actions, the researcher worked together with the

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[28]Burns, *Collaborative Action Research for English Language Teachers*. (UK: Cambridge University Press.1999) p 161

English teacher. The action plan was using video clips as teaching media and was aimed at improving the students' speaking skills.

c. Action and Observation of the Action

In this stage, the researcher carried out the actions in the class that has been planned before. The actions would be implemented in some cycles depends on the needs of the research. All emerging and detected activities in the classroom during the implementation of the action were recorded, documented and analyzed.

d. Reflection (evaluation and recommendation)

In this process, the researcher made some notes and reviews on the changes during the implementation with the collaborators. This reflection was carried out to decide whether there would be another cycle or not. If the actions were successful, the researcher would continue to implement it. However, if the actions were not successful, the actions would be modified or the researcher tried to find other suitable actions so that the condition would be better.[29]

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[29]Burn, op. cit, p 32

Figure 2: Research Procedure (Kemmis and Mc Taggart, 1998 in Burns 1999)

The steps of each cycle can be seen in the following figure:
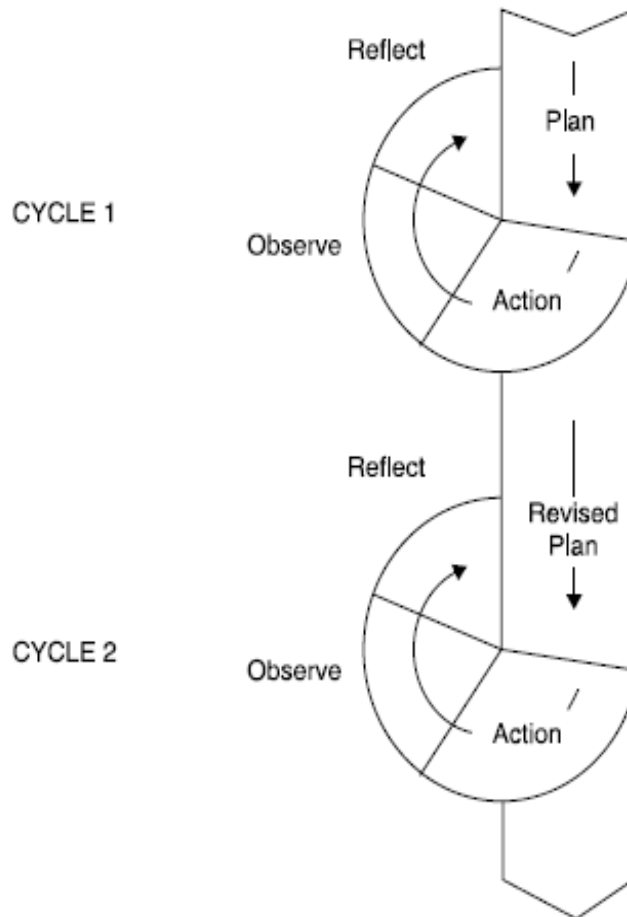
Planning:

1. Administrated the pre-test to obtain the level of students' current ability. The students' were asked to transpose the letter of one word to another word, which consisting of ten items.

2. Prepare the lesson plan about improving students' speaking ability though the use of video clip at Pondok Pesantren Modern Darul Hikmah TPI Medan.

3. Prepare the equipment that were necessary, such as problem sheet / answer sheet.

4. Developed an observation sheet.

Acting:

In this phase, everything has been planned on the lesson plan can be implemented in teaching-learning process.

Observing:

1. Observation is done when the action had been done.

2. Checked the observing sheet by checklist the observation format.

3. Took the diary notes, analyzed the classroom and wrote all of the action that happen in the classroom

   It was done to know students' interest in learning of speaking by using video clip and to know the influence of video clip strategy in improving students' speaking ability.

Reflecting:

1. Done the evaluation of teaching and learning process.

2. Reflected and evaluated what had been done.

Cycle 2

Planning:

1. Prepared the lesson plan about improving students speaking ability though the use of video clip at Pondok Pesantren Darul Hikmah TPI Medan.

2. Prepared diary note, interview sheet and observation sheet

3. Prepare the second test to measure students' speaking ability

Acting:

1. Implemented the scenario of teaching and learning process which has been revised from first cycle.

2. Giving the second test (last test)

Observing:

1. Checked the observing sheet checklist the observation format.

2. Took the diary notes, analyze the classroom and write all the action that has been appended in the classroom.

   It had been done to know the students' perception about studying by using video clip.

Reflecting:

Evaluate the result of students' score and result of observation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Reseach Finding

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follows:

1. Preliminary Study

In the preliminary study, I administered the speaking test in order to see the students' speaking ability before using Video Clip at SMP Karya Bunda was applied. The result showed that the ability of students' speaking was still low, they was still confuse in speaking English and most of them could not speak yet. The Minimum Passing Grade (KKM) in that school was 75. The number of students who followed the test was 25 students.

The result of pre-test, the total score of the students was 1,368 and the mean of students' score was 54.72. The quantitative data above indicated that the students' writing was low. It could be seen from the mean score of the students was 54.72and the percentage of the students' score of the test was 20% or only 6 students who successed or got score up to 75. On the other hand, 19 students unsuccessed or didn't get score up to 75. This data can be seen in the appendix.

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the method in learnIng process. The result of

observation could be seen from the following data: when the researcher observed some students, I saw that the students got difficulty in speaking English and the students could not speaking English yet. This data showed that the students' speaking ability was not good yet. Because the students was still confuse, affraid, not confuse and lack of vocabulary when speak English. And the interview was done before the first cycle. The interview also informed that the students' speaking ability was still low. I interviewed the students. It can be proven from the following data:

"Tidak terlalu suka, karena berbicara bahasa inggris itu susah. Apa yang ditulis sama yang diucapkan sangat berbeda."

From the data above, it showed that he could not speak English yet. Therefore, he was not motivated in learning English especially in speaking English.

"Tidak semangat, guru hanya memberikan tugas yang ada di LKS."

From the second students' information above, she said that she was not spirit in studying English because the teacher just asked them to do exercises from LKS book. It made her not motivated in speaking English.

"Tidak, karena belum terbiasa jadi tidak semangat dan menyukainya."

From the answer of the third student, it was almost the same with the previous students, speaking was not their habitual activity yet. So, it made them not motivated in speaking English.

"hmmm, Bahasa Inggris adalah salah satu pelajaran yang membosankan menurut saya karena saya selalu mengantuk didakam kelas ketika pelajaran dimulai, hehehehe."

The last student said that he got bored in the classroom when the English lesson began. It made him sleepy. It happend because he could not catch the explanation from the teacher or he did not like the matery and teacher's method in learning process. It made the students did not like the lesson of speaking.

From the result of the interview above, the students' speaking English was not good yet. Because when the researcher interviewed some students, they did not motivated in learning of speaking English and the students had not a habitual in speaking English. Therefore, it made them got difficulty to speaking English. To support the data above, the researcher has done interview the english Teacher. It could be seen from the following data:

"Sebenarnya kebanyakan dari mereka mempunyai motivasi yang lumayan bagus untuk belajar bahasa inggris. Namun, mereka belum terbiasa dan masi bingung untuk ngomong mungkin karena kosakatanya yang kurang banyak dan pengucapan dalam bahasa Inggris yang membuat mereka bingung juga. heheheh."

From the result of interview with the English teacher, it showed that some of the students had a good desire in leraning English but they still got confusion, did not know yet how to pronoun the word, and have lack of th vocabularies. All the factors caused the students' students' speaking Engish was low.

From the data qualitative above, it can be proven that the reason why the students did not motivate in learning of speaking English. Based on the result of analysis above, it can be concluded that the students' speaking ability was

low. Therefore, I would like to improve the students' speaking ability through the use of video clips. So, I continued to the first cycle.

2. Cycle I

I have done some steps in the first cycle. They were planning, action, observating, and reflecting. The activities have been done in some steps, they are:

Planninng

In this step, the researcher had prepared all of the materials about the fairy tale that was used in the learning process, such as: (1) preparing observation guide, (2) interview guide, (3) conducting the test, (4) preparing the material that was used in video clips (laptop, loudspeaker, infocus, and etc), and (5) preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plan that had arranged were conducted in teaching learning process in speaking English through video clips (1) show the video clips by subtitle. (2) got them to imitate. (3) Make them in group and practice together. Before teacher gave them a test in cycle I, teacher and students' concluded the material together. And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

Observation

The observation was done to observe what students had done during the teaching learning process. It purposed to find out the information about the motivation, participation,enthusiatic and all the activities during the action process. Thus, the result of the observation was collected as the data, which is used as a basic reflection.

The result of the post test of the first cycle, it showed that the totel score of the students was 1.628 and the number of students who sucessed the test still 10 from 25 students, the mean of the students' score of the test was 65.12. The percentage of the students' score was 40% (this data can be see in in the appendix 16). It could be seen that the students' score in the post test I was increased but it was still low.

In this research also used the hypothesis in this research from compilation of pre-test and post-test I. It could be seen that the coefficient of t-observed and t-table to df=N-1=25-1=24, with fact α=0.05 was 0.515 in the coefficient of t-

observed (6.03) > t-table (0.515). Thus, alternative hypothesis (H$_a$) cannot be received. Based on finding, alternative hypothesis (H$_a$) stated that video clips could not succesfully improve the students' speaking ability. This data could be seen in the appendix.

The data above was also supported by the data taken by the interview students and the english teacher. The result of interview with the students who got low and high score during the learning process. The result of first student's interview stated that *"Belajar menggunakan video ini asik, karena kita mendengar langsung bagaimana cara pengucapannya juga tetapi saya masih sedikit bingung ketika praktisnya mungkin karena saya mempunyai sedikit kosakata ya..."*. It means that he liked this learning process but he still got little bit confuse in speaking practice because of vocabulary as well. It was supported by the second student's interview, *"Belajar menggunakan video membuat kami lebih semngat dan praktik berbicara bahasa inggris bersama teman membuat kami lebih aktif dikelas, ya walaupun kami berbicaranya masih belepotan siii...."* She stated that studied with this method make the students more spirit and active in the other words their speaking was not too good. And from the last interview *"saya sangat meyukai proses pembelajaran menggunakan metode ini, buktinya sekarang saya bisa ngomong menggunakan bahasa Inggris walaupun saya harus banyak membuka kamus, namun bagi saya si tidak masalah. hehehe."* She stated that she could speak English right now although she almost open dictionary to check the vocabularies.

Beside, I also interviewed the English teacher, *"Iya, ada peningkatan terhadap hasil belajar siswa seperti partisipasi, auntias dan lain sebagainya*

namun jika ditinjau dari nilai hasil mereka hanya beberap persen yang meningkat". She stated that there was an students' improvepment but the score of some students' still low just 20% who improved.

From the colleting data above can be concluded that the post test in the first cycle was categorized unsuccessfull.

Reflection

Reflection was the feedback of teaching learning process that was taken from the result of observation, interview, test and documentation. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students about how they are felling in speaking English through video clips, the problems in speaking English, all of them that would be asked by the researcher in the end of meeting.

Through the reflection, the researcher knew the result of the students after did the test. I remaked the new materials in the second cycle to make the students focus on study speaking, and I would change the steps in activities while learning to make students not only focus on researcher's anthusiastic but focus on the material and explanation. It could be seen in the students' observation sheet (appendix) and the score of the test in the post test in first cycle (appendix).

From the students' information and score above, I stated that to continue in cycle II in hoping to be better that before. The second cycle was held to achieve the improvement score of the students in speaking English.

3. **Cycle II**

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in speaking English in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done while teaching speaking English in four steps: planning, action, observing, and reflecting.

Planning

In this step, I prepared lesson plan and emphasized the teaching learning process in teaching at speaking English. In this cycle, I explained more deeply about the material in supposed the students'could improve and knew well about the way to speak English from the researcher. Besides that, I as the teacher used the video to make the students more interested and developed their interest and also more focused on the material. I also created the active situation in the class during teaching learning process.

Action

In this step, there were some activities which were done by me, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1). I did appreciation by greeting the students , instructing the praying before start in the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) I explained the objectives of learning.

In the main activity, there were some activities had done by me, they were:. (1) I show the the video clips in different video with the first, (2) Ask them to make a pair (3) Guide them to speak English like the video in the pair (4) Practice by their own, (5) I asked the students' to write record about their conversation after that each of them must show in front of class.

The last activity of action was closing. In closing there were some activities that had done by rme , they were: (1) I gave appreciation to the efforts and result of students, (2) I closed the meeting by saying the greetings.

Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follow: 1). Most of the students were motivated, anthusiasthic and interested in learning process, 2). Many students thought that the video clips effective in improving the students' speaking English, 3). The mean score was categorized success 78.12.

The purpose of observation was to find out the information about the students' motivation, enthuasistic, participation and all activties during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, the result of observation were collected by the qualitative, I gave them the post test in the second cycle. The result of the post test showed that the total score of the students was 1,953 and the students' mean was 78.12. The percentage of the students' score was 40% consist of 20 students sucessed

and achieved score 75% or up. So, the post test in second cycle was categorized successfful. The data can be seen in the appendix.

Based on the data above, the result showed the improvement of the students' score from the pre-test to the post-test I and post-test II. In the pre-test, the students who got the score of 75 was 5 from 25 students (20%). In the post-test I who got the score of 75 or up was 10 students (40%) and the post-test II who got the score of 75 was 18 students (72%). It means that that was improvement about 20%. In the third test there was 72% (18 students) who got the score 75 or more. There was improvement about 32% from the second test, and about 52% from the first test to third test. Most of studentss' score improved from the first to the third test.

Diagram 1.1

The Percentage of Students
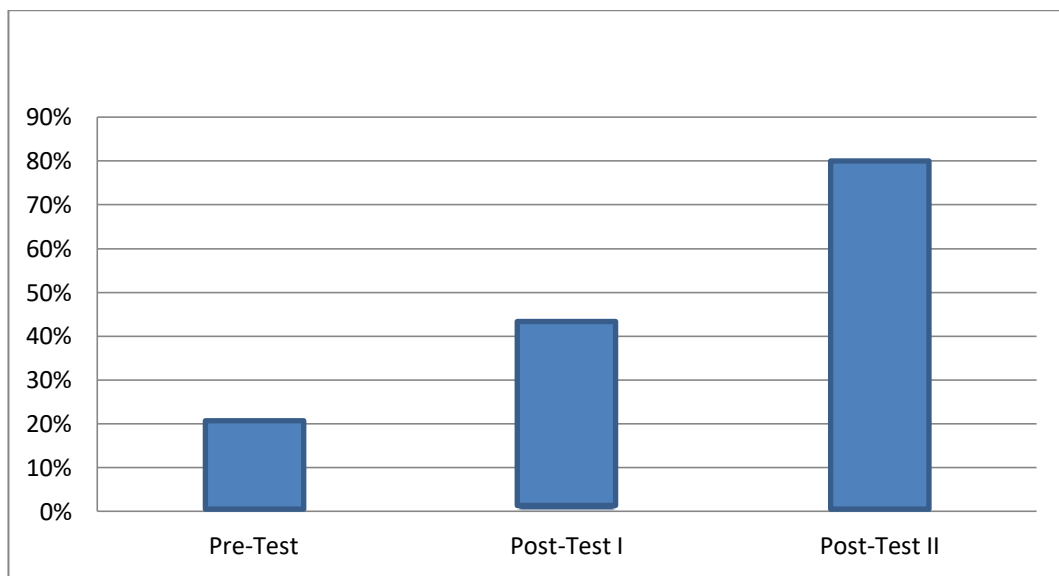
In this research also used to test the hypothesis in this research from this research from the compilation, it could be seen that the coefficient of t-observed and t-table to df= N-1= 25-1=24, with fact α=0.05 was 0.515 in the coefficient of t-observed (10.29) > t-table (0.515). Thus, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that beyond center and circle time method could improve the students' writing skills of narrative text. This data could be seen in the appendix.

The data above was also supported by the data taken by the interview. Interview have done when the researcher applying the video to the students who got the low and high score during learning process. The result of interview with the students could be seen in appendix "Mudah, karena sudah dijelaskan oleh sir dan belajar menggunakan video jauh lebih menyenagkan"(Int-Post-S1). This says that the students felt easy to understand and practice to speak English. Consequently, He stated that the teacher explained it and studied by group made him easy to practice in speaking. From the result of the interview the student 1 above, he got easy to understand and to speak English. It was supported from the student 2 "Ya, karena kami diberikan kesempatan untuk berbicara dengan kelompok masing-masing."(Int-Post-S2). This says that the students statement above, she stated that she can understanding the writing text, because the students were given a chance to imitate and practice in a group and focus on students activity. Consequently, the students easy to practice and speak English.

From the result of the interview the student 2 above, she stated that she could speak English. It is supported from the student 3"Ya, karena belajar

dengan video clips sangat menyenangkan dan practik dengan teman membuat saya lebih terlatih untuk berbicara nbahasa Inggris sekarang." (Int-Post-S3). From the statement of the student above, she stated that she coud speak English, because the students studied in imetiating and practicing in speaking by a partner. From the result of interview with students above, the students' speaking English ability increased and they could achieve the target. Beside that, the researcher interviewed the English teacher. It was taken from the result of interview with English teacher, teacher said "Iya ada, keaktifan siswa sangat meningkat pada siklus II ini dan ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Motivasi, partisipasi dan antusias mereka juga meningkat dalam belajar writing dengan menggunakan metode ini, karena metode ini juga mempermudah siswa untuk belajar."

Reflection

In this step, the feedback of teaching learning process was taken from the result of interview, observation, and test. I concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in speaking English showed the improvement too.

The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in the second cycle had improved than in the first cycle.

B. Discussion

The research was conducted to find out the improving of students'
speaking ability writing through the use of video clips at SMP Karya Bunda.
This video was one of many steps can be used by the researcher in teaching
English especially to help the students to improve the speaking ability.

Richards and Renandya defines video as an extremely dense medium, one
which incorporates a wide variety of visual elements and a great range of audio
experiences in addition to spoken language. It means that video clips are
multimedia consisting of verbal and non-verbal presentations that can enhance
the teaching of language as videos can provide great visual stimuli through
their combination of illustrations, sounds, graphics, and texts.

Through video clips, it may certainly be an effective way for students in
teaching-learning English. Through illustration, imitation and practice together
with their classmates will make them easy to speak English and the tecaher
must be active to control them in every group and guide the to speak English.

Based on the data qualitative, it was taken from the result of
observationand interview. It was found that the class ran effectively and the
students more active while learning. The students focused and paid attention to
the researcher when the researcher explained about the lesson and the students
were enthusiastic and interested in learning English. Then, there was the
improvement of the researcher in teaching English especially writing narrative
text. It could be proven from the result of observation that the researcher could
active the students in learning. It made the students' score improved and

achieved the target (KKM). It indicated that the implementation of video clips in speaking English can help the students to improve it.

From the explanation above, the research could be concluded that the implementation of video clips could improve the students' speaking ability. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class and the students were active and interested in learning English and easy to speak English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that teaching speaking through the use of video clips could improve the students' skill in writing narrative text. It could be seen that the higher score of writing test was 85. Before using this method the students' skill in writing narrative text was low. It could be seen that 6 students who passed the test and 19 students failed in the test.

Because this method was effective and efficent to the students in improving their skill in speaking ability. This video had several adventages such as the process of learning was organized in the form of illustration and practice. Because studying by illustration, imitation the students would have a good consep and rolemodel so that when they practice speaking English, they would do easily. Speaking by group also made them easy to respon each other so that the classroom wiould be active in the learning proccess. It could make the students easily to learn, consequently the students' speaking will be better than before and also the students were enjoyable and enthusiastic in learning teaching process. It could be proven from obsevration sheet and interview sheet.

B. Suggestions

Based on the result of this research, I suggest that:

English class by applying this method.

1. For the students

   Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation. The students should study hard and feel motivated to develop their speaking ability. They should practice speaking either inside or outside of the class without hesitating and being afraid of making mistakes.

2. For the Eglish teacher.

   The use of video clips could increase students' speaking ability. It is recommended that English teacher implement such strategy in the For The Future Researcher

3. For the headmaster

   The headmaster can suggest the English teacher to apply the video in teaching speaking English because the result of this research showed that it can improve the students' speaking ability

4. For other researchers

   They have been known from the result of the study that use of videeo clips could improve the students' speaking. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and qualitative data which prove the researcher could control the class and the

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SIKLUS I

School   : SMP KARYA BUNDA

Grade   : VII

Semester   : GANJIL

Subject   : English

Functional Text   : Tansactional/Interpersonal

Materi   : Asking time

Allocation   : 2 x 40 minutes

A. STANDARD COMPETENCE

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: memberi salam dan perkenalan.

C. LEARNING OBJECTIVES

In the end of the lesson, the students are expected to be able to:

1. Pronounce the words related to the asking time with the appropriate stress and intonation.

2. Identify the expression of asking time.

3. Say the expression of asking time.

D. LEARNING MATERIALS

a. A simple conversation about asking time.

b. Vocabulary - Verbs

c. E. TEACHING METHOD

PPP (Presentation, Practice, Production)

F. TEACHING LEARNING PROCESS

1. Pre-Teaching (10 minutes)

a. Greeting, praying, and checking the attendance

b. The teacher explain the materials today that related to the previous meeting to the students

2. Whilst Activity (60 minutes)

a. Presentation

b. The teacher is showing the students a video about the asking time.

c. The teacher is doing question and answer to the students related to the video given.

d. The teacher is showing the text asking time.

e. The students are identifying all of the grammatical features of the text.

f. The students are watching video about each expressions.

g. The Students are asked to identify what are the expressions that used in the video in asking time.

3. Practice:

a. Students and the teacher discuss about the other expressions of asking time and identify whether there are some difficult words in each expression.

b. The teacher giving situation cards about asking time to the students.

c. Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not.

d. Students are asked to review how to say in asking time expression and identify the grammatical features in the each expressions.

4. Production:

a. The students are making a dialogue including asking time expression.

b. The students are performing it in front of the class.

5. Post Activity (10 minutes)

a. Students and the teacher summarize and doing reflection about the lesson.

b. Students are given feedback/evaluation about the today activities by the teacher.

c. Students are given a little explanation about what they are going to do in the next session by the teacher.

d. Students are motivated to keep learning and practicing English in home.

G. LEARNING RESOURCES

1. Video from www.youtube.com

H. ASSESSMENT

1. Assessment Indicators

No	Indicators of Achievement Technique Form Instruments	technique	form	instrument
1	Produce expressions of asking time	Pair work	Oral test	Make a dialogue with your partner about asking time. Performing it in front of the class!

2. Assessment Rubric

Accuracy			fluency		comprehension	score
pronounciation	grammar	vocabulary	speed	hesitation		
3	3	3	3	3	5	20

Assessment standard

1. Accuracy

Pronunciation

    a. hampir semua ucapan belum benar

    b. sebagian ucapan sudah benar

    c. semua ucapan sudah benar

Grammar

    a. hampir semua belum sesuai dengan tata bahasa yang benar

    b. sebagian ucapan sesuai dengan tata bahasa yang benar

    c. semua ucapan sesuai dengan tata bahasa yang benar

Vocabulary

    a. hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai

    b. sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai

c. semua pemilihan kosakata yang berhubungan dengan topic sudahsesuai

2. Fluency

Speed

   a. terlalu lambat dan masih terbata-bata

   b. sedang namun masih terbata-bata

   c. cepat

Hesitation

   a. Bila terjadi hesitasi

   b. Lancar tapi masih ada hesitasi

   c. Lancar

3. Comprehension

   a. Tidak bias dipahami meskipun dalam bentuk dialog sederhana

   b. Sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicaradengan lambat serta banyak pengulangan

   c. Dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan

   d. Dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

   Skor maksimal : 5 x 4 = 20

   Nilai siswa : $\underline{\text{Skor perolehan}}$ x 100

               Skor maksimal

Excellent	41-50
Very good	31-40
Good	21-30
Average	11-20
Poor	≤10

Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	
2. Kerjasama	
3. Percaya diri	

Keterangan :

- MK/A = Membudaya Konsisten

- MB/B = Mulai Berkembang

- MT/C = Mulai Terlihat

- BT/D = Belum Terlihat

Guru Pembimbing,   Mahasiswa,

Imam Satria, S.Pd.I   <u>Amran Rezeki</u>

                                                                         34.13.3.176

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SIKLUS II

School   : SMP KARYA BUNDA

Grade   : VII

Semester   : GANJIL

Subject   : English

Functional Text   : Tansactional/Interpersonal

Materi   : Greeting and Introduction

Allocation   : 2 x 40 minutes

A. STANDARD COMPETENCE

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: memberi salam dan perkenalan.

C. LEARNING OBJECTIVES

In the end of the lesson, the students are expected to be able to:

1. pronounce the words related to the greeting and introduction with the appropriate stress and intonation.

2. identify the expression of greeting and introduction.

3. Say the expression of greeting and introduction.

D. LEARNING MATERIALS

1. A simple conversation about greeting and introduction.

2. Vocabulary - Verbs

E. TEACHING METHOD

PPP (Presentation, Practice, Production)

F. TEACHING LEARNING PROCESS

1. Pre-Teaching (10 minutes)

a. Greeting, praying, and checking the attendance

b. The teacher explain the materials today that related to the previous meeting to the students

2. Whilst Activity (60 minutes)

a. Presentation

b. The teacher is showing the students a video about the greeting.

c. The teacher is doing question and answer to the students related to the video given.

d. The teacher is showing the text about greeting and introduction.

e. The students are identifying all of the grammatical features of the text.

f. The students are watching video about each expressions.

g. The Students are asked to identify what are the expressions that used in the video in greeting and introduction.

3. Practice:

a. Students and the teacher discuss about the other expressions of greeting and introduction and identify whether there are some difficult words in each expression.

b. The teacher giving situation cards about greeting and introduction to the students.

c. Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not.

d. Students are asked to review how to say in greeting and introduction expression and identify the grammatical features in the each expressions.

4. Production:

a. The students are making a dialogue including greeting and introduction expression.

b. The students are performing it in front of the class.

5. Post Activity (10 minutes)

    a. Teacher show the videos clips to the students

    b. Students give a chance to imitate the videi

    c. teacher ask the students to have a pair and practice speaking based on the topic.

    d. Students are motivated to keep learning and practicing English in home.

G. LEARNING RESOURCES

1. Video from www.youtube.com

H. ASSESSMENT

1. Assessment Indicators

No	Indicators of Achievement Technique Form Instruments	technique	form	Instrument
1	Produce expressions of greeting and introduction	Pair work	Oral test	Make a dialogue with your partner about greeting and introduction.

				Performing it in front of the class!

2. Assessment Rubric

Accuracy			fluency		comprehension	score
pronounciation	grammar	vocabulary	speed	hesitation		
3	3	3	3	3	5	20

3. Assessment standard

   1. Accuracy

Pronunciation

   d. hampir semua ucapan belum benar

   e. sebagian ucapan sudah benar

   f. semua ucapan sudah benar

Grammar

   d. hampir semua belum sesuai dengan tata bahasa yang benar

   e. sebagian ucapan sesuai dengan tata bahasa yang benar

   f. semua ucapan sesuai dengan tata bahasa yang benar

Vocabulary

d. hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai

e. sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai

f. semua pemilihan kosakata yang berhubungan dengan topic sudahsesuai

2. Fluency

Speed

a. terlalu lambat dan masih terbata-bata

b. sedang namun masih terbata-bata

c. cepat

Hesitation

a. Bila terjadi hesitasi

b. Lancar tapi masih ada hesitasi

c. Lancar

3. Comprehension

a. Tidak bias dipahami meskipun dalam bentuk dialog sederhana

b. Sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicaradengan lambat serta banyak pengulangan

c. Dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan

d. Dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

Skor maksimal : 5 x 4 = 20

Nilai siswa : Skor perolehan x 100

Skor maksimal

Excellent	41-50
Very good	31-40
Good	21-30
Average	11-20
Poor	≤10

Karakter yang diharapkan	Keterangan
4. Dapat dipercaya	
5. Kerjasama	
6. Percaya diri	

Keterangan :

- MK/A = Membudaya Konsisten

- MB/B = Mulai Berkembang

- MT/C = Mulai Terlihat

- BT/D = Belum Terlihat

Guru Pembimbing,   Mahasiswa,

Imam Satria, S.Pd.I   Amran Rezeki

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OBSERVATION SHEET

The Observation Sheet of students in Cycle I

No	Name	Motivation	Participation	Enthusiastic
1	ADDHIENA TIFARAN	✓	✓	✓
2	ADEL PRATIWI	✓	-	-
3	AFSAH AWALIYAH	-	✓	-
4	AHMAT GUNAWAN PSR	✓	-	✓
5	ANDI NADRA HUMAIRAH	-	-	✓
6	ANDRIAN LUBIS	✓	✓	-
7	ANISAH NST	-	-	✓
8	ANITA GULTOM	✓		✓
9	ANNISA FADHILAH	✓	-	-
10	ANNISA SABRINA	✓	-	✓

11	ARDIANSYAH	-	-	-
12	ARDINI SYAHRINI	-	-	✓
13	AYUN SUNDARI	-	-	-
14	BELLA MAHARANI	-	-	✓
15	DEWI LESTARI S	-	✓	-
16	DINDA AULIA	-	-	✓
17	ERIK IRMAWAN	-	✓	✓
18	HAKIMI	-	✓	✓
19	MUHAMMAD ALI	✓	✓	-
20	MUHAMMAD YUNUS	-	✓	-
21	NADYA	-	-	-
22	PRATONO SAHPUTRA	-	✓	-
23	RIFALDI	-	-	✓
24	RUDI KHOIRUDDIN	-	-	✓
25	YUSRA TIKA	-	-	✓

Medan,....,..........2019

Guru Pembimbing,   Mahasiswa,

Imam Satria, S.Pd.I   Amran Rezeki

                                          34.13.3.176

OBSERVATION SHEET

The Observation Sheet of students in Cycle II

No	Name	Motivation	Participation	Enthusiastic
1	ADDHIENA TIFARAN	✓	✓	✓
2	ADEL PRATIWI	✓	✓	-
3	AFSAH AWALIYAH	✓	✓	✓
4	AHMAT GUNAWAN PSR	✓	✓	✓
5	ANDI NADRA HUMAIRAH	✓	✓	✓
6	ANDRIAN LUBIS	✓	✓	✓
7	ANISAH NST	✓	✓	✓
8	ANITA GULTOM	✓	✓	✓
9	ANNISA FADHILAH	✓	✓	✓
10	ANNISA	✓	✓	✓

	SABRINA			
11	ARDIANSYAH	✓	✓	-
12	ARDINI SYAHRINI	✓	-	✓
13	AYUN SUNDARI	✓	✓	-
14	BELLA MAHARANI	✓	✓	✓
15	DEWI LESTARI S	-	✓	✓
16	DINDA AULIA	✓	✓	✓
17	ERIK IRMAWAN	-	✓	✓
18	HAKIMI	-	✓	✓
19	MUHAMMAD ALI	✓	✓	-
20	MUHAMMAD YUNUS	✓	✓	-
21	NADYA	-	✓	✓
22	PRATONO SAHPUTRA	-	✓	-
23	RIFALDI	✓	✓	✓
24	RUDI KHOIRUDDIN	✓	✓	✓

25	YUSRA TIKA	✓	✓	✓

Medan,....,.......... 2019

Guru Pembimbing,   Mahasiswa,

Imam Satria, S.Pd.I   <u>Amran Rezeki</u>

                                                    34.13.3.176

The Result Of Interview Before First Cycle With Teacher

The researcher : Menurut ibu, bagaimana kondisi siswa selama proses

pembelajaran bahasa inggris di kelas ?

The collaborator : Siswa kurang aktif dan masih bingung dalam berbicara

dalma bahasa Inggris

The researcher : Bagaimana kemampuan siswa dalam pelajaran bahasa inggris

terutama berbicara (speaking) ?

The collaborator : Kemampuan berbicara siwa masih rendah . Dapat terlihat

dari respon para siswa yang kurang aktif ketika saya sedang

mengajarkan mereka tentangspeaking itu sendiri.

The researcher: Ketika berbicara inggris, kesulitan apa yang sering dialami

siswa ?

The collaborator : Mereka masih bingung menulis dalam bahasa inggris, baik

dari segi grammar, vocabulary bahkan pengucapannya.

Interview in the First Cycle with Teacher

The researcher : Selain pemahaman siswa, apakah ada hal lain yang menunjukkan peningkatan writing siswa?

The collaborator :Iya ada, keaktifan siswa terlihat saat proses pembelajaran speaking.

The researcher : Apakah siswa tertarik untuk mengikuti proses pembelajaran speaking dengan penggunaan video clips?

The collaborator : Sebagian dari siswa tertarik dengan menggunakan video ini.

The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?

The collaborator: Sebagian siswa ikut andil dalam berpartisipasi aktif didalam proses pembelajaran, namun sebagian lain, masih menyibukkan diri dengan kegiatan mereka sendiri seperti: bercerita dengan teman, dan lain sebagainya.

The Result of Interview in the Second Cycle with Teacher

The researcher   : Selain pemahaman siswa, apakah dalam siklus II ini ada hal lain yang menunjukkan peningkatan dalam writing mereka?

The collaborator : Iya ada, keaktifan siswa sangat meningkat pada siklus II ini.

The researcher   :   Apakah siswa semakin tertarik untuk mengikuti proses pembelajaran speaking dengan video ini?

The collaborator :   Iya, yang tadinya hanya sebagian siswa yang tertarik dengan video ini, pada siklus II ini lebih banyak siswa yang tertarik.

The researcher   :   Hampir seluruh siswa berpartisipasi aktif dalam proses pembelajaran.

The collaborator: Iya. Keaktifatan siswa sangat meningkat pada siklus II ini dan ada peningkatan yang signifikan, terlihat cara siswa selalu antusias, partisipasi, motivasi mereka juga meningkat dalam belajar speaking dengan menggunakan video ini karena video ini juga mempermudah siswa untuk belajar.

The researcher: Bagaimana hasil belajar para siswa dalam speaking setelah menggunakan video ini?

The collaborator : Ada peningkatan yang signifikan. Keaktifatan siswa sangat meningkat pada siklus II ini dan ada peningkatan yang

signifikan, terlihat cara siswa kemampuan mereka berbicara serta, antusias, partisipasi, motivasi mereka dalam belajar.

Appendix 8

The First Interview with Students

The researcher : Apakah kamu suka dalam belajar speaking?

The student I   : Tidak terlalu suka, karena berbicara bahasa Inggris itu susah. Apa yang ditulis sama yang diucapkan sangat berbeda.

The students II : Tidak terlalu, guru hanya memberikan tugas yang ada dibuku LKS.

The student III : Tidak suka. Karena belum terbiasa jadi kurang menyukainya.

The student IV: Hmmmm, bahasa Inggris adalah salah satu pelajaran yang tidak aterlalu aku pelajari siiii, saya selalu mengantuk ketika belajar bahasa inggris dan sedikit membosankan. heheheh

The Last Interview with Students

The Researcher : Apakah kamu mudah memahami materi ini?

The student I   : Ya, karena belajar menggunakan video itu asyik, karena kita mendengar langsung pembicara aslinya tetapi saya masih sedikit bingung ketika praktisnya mungkin karena saya mempunyai sedikit kosakata bahasa inggris. hehehe

The student II   : Belajar menggunkan video   membuat kami lebih semangat belajar   dan praktik berbicara bahasa inggris bersama teman   membuat kami lebih aktif dkelas, ya walaupn kami berbicaranya masih belepotan sii. heheh

The student III : Saygat menyukai proses pembelajaran ini , buktinya sekarang saya bisa ngomong bahasa inggris walaupun masih sering melihat kamus. hehehhe

The student IV : Ya. Karena kami diberikan   kesempatan   untuk berbicara
                  bersama tema sekelompok.

The Students' Score Before Treatment (Pre-Test)

No	Initial of Name	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	ADDHIENA TIFARAN	75	**Success**
2	ADEL PRATIWI	65	Unsuccess
3	AFSAH AWALIYAH	45	Unsuccess
4	AHMAT GUNAWAN PSR	80	**Success**
5	ANDI NADRA HUMAIRAH	50	Unsuccess
6	ANDRIAN LUBIS	30	Unsuccess
7	ANISAH NST	70	Unsuccess
8	ANITA GULTOM	30	Unsuccess
9	ANNISA FADHILAH	40	Unsuccess
10	ANNISA SABRINA	40	Unsuccess
11	ARDIANSYAH	47	Unsuccess
12	ARDINI SYAHRINI	70	Unsuccess

13	AYUN SUNDARI	30	Unsuccess
14	BELLA MAHARANI	70	Unsuccess
15	DEWI LESTARI S	40	Unsuccess
16	DINDA AULIA	75	**Success**
17	ERIK IRMAWAN	35	Unsuccess
18	HAKIMI	40	Unsuccess
19	MUHAMMAD ALI	30	Unsuccess
20	MUHAMMAD YUNUS	85	**Success**
21	NADYA	70	Unsuccess
22	PRATONO SAHPUTRA	57	Unsuccess
23	RIFALDI	80	**Success**
24	RUDI KHOIRUDDIN	57	Unsuccess
25	YUSRA TIKA	50	Unsuccess
TOTAL	$\sum$= 1.368 M= 54,72		

The Students' Score In Post-Test I

No	Initial of Name	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	ADDHIENA TIFARAN	80	**Success**
2	ADEL PRATIWI	75	**Success**
3	AFSAH AWALIYAH	50	Unsuccess
4	AHMAT GUNAWAN PSR	85	**Success**
5	ANDI NADRA HUMAIRAH	60	Unsuccess
6	ANDRIAN LUBIS	50	Unsuccess
7	ANISAH NST	75	**Success**
8	ANITA GULTOM	50	Unsuccess
9	ANNISA FADHILAH	50	Unsuccess
10	ANNISA SABRINA	50	Unsuccess
11	ARDIANSYAH	60	Unsuccess

12	ARDINI SYAHRINI	75	**Success**
13	AYUN SUNDARI	50	Unsuccess
14	BELLA MAHARANI	75	Unsuccess
15	DEWI LESTARI S	55	Unsuccess
16	DINDA AULIA	78	**Success**
17	ERIK IRMAWAN	45	Unsuccess
18	HAKIMI	60	Unsuccess
19	MUHAMMAD ALI	50	Unsuccess
20	MUHAMMAD YUNUS	85	**Success**
21	NADYA	80	**Success**
22	PRATONO SAHPUTRA	75	**Success**
23	RIFALDI	80	**Success**
24	RUDI KHOIRUDDIN	65	Unsuccess
25	YUSRA TIKA	70	Unsuccess
TOTAL	$\sum$= 1.628 M= 65,12		

The Students' Score In Post-Test II

No	Initial of Name	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	ADDHIENA TIFARAN	90	**Success**
2	ADEL PRATIWI	85	**Success**
3	AFSAH AWALIYAH	70	Unsuccess
4	AHMAT GUNAWAN PSR	85	**Success**
5	ANDI NADRA HUMAIRAH	75	**Success**
6	ANDRIAN LUBIS	70	Unsuccess
7	ANISAH NST	80	**Success**
8	ANITA GULTOM	70	Unsuccess
9	ANNISA FADHILAH	65	Unsuccess
10	ANNISA SABRINA	75	**Success**
11	ARDIANSYAH	80	**Success**
12	ARDINI SYAHRINI	85	**Success**

No	Name	Score	Result
13	AYUN SUNDARI	70	Unsuccess
14	BELLA MAHARANI	85	**Success**
15	DEWI LESTARI S	75	**Success**
16	DINDA AULIA	78	**Success**
17	ERIK IRMAWAN	65	Unsuccess
18	HAKIMI	70	Unsuccess
19	MUHAMMAD ALI	75	**Success**
20	MUHAMMAD YUNUS	90	**Success**
21	NADYA	85	**Success**
22	PRATONO SAHPUTRA	85	**Success**
23	RIFALDI	90	**Success**
24	RUDI KHOIRUDDIN	75	**Success**
25	YUSRA TIKA	80	**Success**
TOTAL	$\sum$= 1.953 M= 78,12		

The students' score on Pre-Test, Post-Test I, and Post Test II

No	Initial Name	Values		
		Pre –Test	Post – Test I	Post – Test II
1	ADDHIENA TIFARAN	75	80	90
2	ADEL PRATIWI	65	75	85
3	AFSAH AWALIYAH	45	50	70
4	AHMAT GUNAWAN PSR	80	85	85
5	ANDI NADRA HUMAIRAH	50	60	75
6	ANDRIAN LUBIS	30	50	70
7	ANISAH NST	70	75	80
8	ANITA GULTOM	30	50	70
9	ANNISA FADHILAH	40	50	65
10	ANNISA SABRINA	40	50	75
11	ARDIANSYAH	47	60	80

12	ARDINI SYAHRINI	70	75	85
13	AYUN SUNDARI	30	50	70
14	BELLA MAHARANI	70	75	85
15	DEWI LESTARI S	40	55	75
16	DINDA AULIA	75	78	78
17	ERIK IRMAWAN	35	45	65
18	HAKIMI	40	60	70
19	MUHAMMAD ALI	30	50	75
20	MUHAMMAD YUNUS	85	85	90
21	NADYA	70	80	85
22	PRATONO SAHPUTRA	57	75	85
23	RIFALDI	80	80	90
24	RUDI KHOIRUDDIN	57	65	75
25	YUSRA TIKA	50	70	80
TOTAL		$\sum X = 1.368$ $M = 54,72$	$\sum X = 1.628$ $M = 65,12$	$\sum X = 1.953$ $M = 78,12$

The Statistic Analysis of the Students' Score Post Test in pre-test and

post test I

Number	Pre-test	Post test I	D	D^2
1	75	80	5	25
2	65	75	10	100
3	45	50	5	25
4	80	85	5	25
5	50	60	10	100
6	30	50	20	400
7	70	75	5	25
8	30	50	20	400
9	40	50	10	100
10	40	50	10	100
11	47	60	13	169
12	70	75	5	25
13	30	50	20	400
14	70	75	5	25

15	40	55	15	225
16	75	78	3	9
17	35	45	10	100
18	40	60	20	400
19	30	50	20	200
20	85	85	-	-
21	70	80	10	100
22	57	75	18	1324
23	80	80	-	-
24	57	65	8	64
25	50	70	20	400
	Total		**ΣD= 267**	**ΣD^2= 4.742**

From the last computation have been found that :

$$\overline{D} = \frac{267}{25} = 10,68$$

As follow :

As follow :

$$T = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$T = \frac{10{,}68}{\sqrt{\dfrac{\sum 4.742 - \dfrac{(\sum 267)^2}{25}}{25\,(25-1)}}}$$

$$T = \frac{10{,}68}{\sqrt{\dfrac{\sum 4.742 - \dfrac{71.289}{25}}{600}}}$$

$$T = \frac{10{,}68}{\sqrt{\dfrac{\sum 4.742 - 2.851{,}56}{600}}}$$

$$T = \frac{10{,}68}{\sqrt{3{,}150}}$$

$$T = \frac{10{,}68}{1{,}77} = 6.03$$

From the computation above, it could be seen that the coefficient of t-observation = 6.03

The Statistic Analysis of the Students' Score Post Test in First and

Second Cycle

Number	Post Test 1	Post Test 2	D	D^2
1	80	90	10	100
2	75	85	10	100
3	50	70	20	400
4	85	85	10	100
5	60	75	15	225
6	50	70	20	400
7	75	80	5	25
8	50	70	20	400
9	50	65	15	225
10	50	75	25	625
11	60	80	20	400
12	75	85	10	100
13	50	70	20	400
14	75	85	10	100
15	55	75	20	400
16	78	80	2	4
17	45	65	20	400
18	60	70	10	100
19	50	75	25	625
20	85	90	5	25
21	80	85	5	25

22	75	85	10	100
23	80	90	10	100
24	65	75	10	100
25	70	80	10	100
Total			**ΣD= 337**	**ΣD²= 5.579**

From the last computation have been found that :

$$D = \frac{337}{25} = 13,43$$

As follow :

    As follow :

$$T = \frac{\overline{\square}}{\sqrt{\dfrac{\sum \square^2 - \dfrac{(\sum \square)^2}{\square}}{\square\,(\square-1)}}}$$

$$T = \frac{13,48}{\sqrt{\dfrac{\sum 5.579 - \dfrac{(\sum 337)^2}{25}}{25\,(25-1)}}}$$

$$T = \frac{13,48}{\sqrt{\dfrac{\sum 5.579 - \dfrac{113.569}{25}}{600}}}$$

$$T = \frac{13,48}{\sqrt{\dfrac{\sum 5.579 - 4.542,76}{600}}}$$

$$T = \frac{13,48}{\sqrt{1.72}}$$

$$T = \frac{13,48}{1.31} = 10.29$$

Nilai – Nilai Signifikansi

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,789	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091

Documentation