

**TEACHING SPEAKING THROUGH TRANSACTIONAL DIALOGUE BY
USING VIDEO MOVIE AT THE SECOND GRADE OF SMAN 1
PAGELARAN PRINGSEWU**

(Script)

**By
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BANDAR LAMPUNG
2016**

ABSTRACT

TEACHING SPEAKING THROUGH TRANSACTIONAL DIALOGUE BY USING VIDEO MOVIE AT THE SECOND GRADE OF SMAN 1 PAGELARAN PRINGSEWU

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Theoretically, speaking is language skills which learners usually find the most difficult. Whereas, it is an important skill in learning language especially in learning foreign language (English) because speaking skill is the measurement of language product. Unfortunately, the students still experience difficulties to speak English appropriately, because they lack of pronunciation, fluency, vocabulary and grammar. It automatically influenced their ability in pronouncing English words, using the right word, speak fluency and grammatically. The teacher has an important role to choose appropriate methods and techniques to attract students' passion in improving these skills.

The aim of this study was to find out which aspects of micro-skills in speaking that improved after taught by using video movie. This study was quantitative study which used one-group pretest-posttest design. The subject of this study was the students of class XI MIA2 of SMAN 1 Pagelaran Pringsewu in the second semester of 2015/2016 academic year consisting of 28 students.

The data were analyzed by using One Way Anova of SPSS 16.0. The result of the study showed that vocabulary was the most improved of the speaking skills. It could be seen from the result of mean score in pretest was 17.3 and the mean score in posttest was 22.0. The gain of mean score o the pretest and posttest was 4.7. Level of significance was 0.00, it showed that it was lower than 0.05 ($p < 0.05$) and t-value was higher that t-table ($13.8 > 2.04$). This statistical result proved that the students' score increased significantly. According to the data, it can be concluded that video movie can be used as a media to improve students' speaking ability, especially in vocabulary aspect.

Key word: *speaking skills, transactional dialogue, video movie*

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A Script

Submitted as a Partial Fulfillment of

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In

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Teacher Training and Education faculty



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2016**

Research Title : **TEACHING SPEAKING THROUGH
TRANSACTIONAL DIALOGUE BY USING VIDEO
MOVIE AT THE SECONG GRADE OF SMAN 1
PAGELARAN PRINGSEWU**

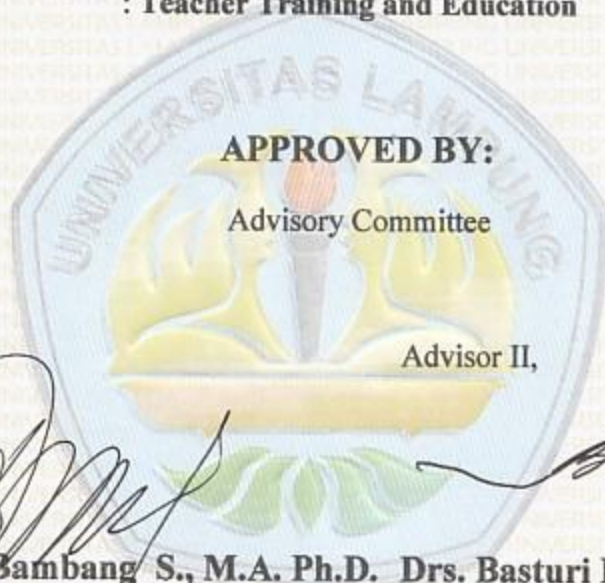
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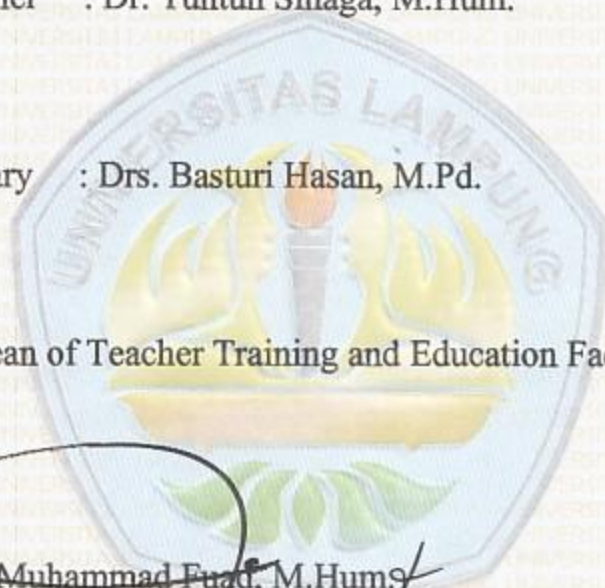
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CURRICULUM VITAE

The writer's name is Renata Sari. She was born on August 24th, 1994 in Teluk Betung Bandar Lampung. She is the first child in her family. Her father's name is Herri Ahmadyansah and her mother's name is Annisa. She has one brother and one sister. Her brother's name is Rian Bagus Santoso and her sister's name is Febri Annas Tia.

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DEDICATION

This paper is proudly being dedicated to:

My Beloved Parents

My Beloved Brother and Sister

My Fabulous Family and Friends

My Almamater, University of Lampung

MOTTO

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

(Chinese Proverb)

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ALHAMDULILLAHIRABBIL'ALAMIN. Praise is merely to the Almighty Allah SWT for the gracious mercy and tremendous blessing that enables the writer to accomplish this bachelor thesis entitled: "Teaching Speaking Through Transactional Dialogue By Using Video Movie At Second Grade Of SMAN 1 Pagelaran Pringsewu" is submitted as a compulsory fulfillment of the requirement for S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

Gratitude and honor are addressed to all persons who have helped and supported the writer until the completion of this study. Since it is necessary to be known that this study will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express his sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far for perfection. There may be weakness in this study. Thus, comments, and suggestions are always welcome for better study. Somehow, the writer hopes this study can give a positive contribution to the educational development, the readers and those who want to accomplish further study.

Bandar Lampung, November 2016
The writer,

Renata Sari

CONTENTS

ABSTRACT	i
CURICULUM VITAE	ii
DEDICATION.....	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
CONTENTS	vi
LIST OF TABLES.....	vii
LIST OF APPENDIX	viii

	Page
I. INTRODUCTION	
1.1 Background	1
1.2 Formulation of the Study	5
1.3 Objective of the Study.....	6
1.4 Uses of the Study	6
1.5 Scope of the Study	7
1.6 Definition of Terms.....	7
II. LITERATURE REVIEW	
2.1 Concept of Speaking Skills	10
2.2 Types of Speaking Skills.....	12
2.2.1 Concept of Micro Skills	14
2.3 Technique of Teaching Speaking Skills.....	18
2.3.1 Concept of Speaking Class by Using Transactional Dialogue	19
2.4 Concept of Media	21
2.4.1 Video Movie In Speaking Class	22
2.5 Teaching Speaking using Video Movie	23
2.6 Procedure of Teaching Speaking by using Video Movie.....	24
2.7 Advantages and Disadvantages	27
2.8 Theoretical Assumption	28
III. METHODS	
3.1 Design of Study	29
3.2 Population and Sample	30
3.3 Data Collecting Technique	30
3.4 Research Procedures	30

3.5 Criteria for Evaluating Students' Speaking Ability.....	33
3.6. Validity and Reliability	35
3.7 Data Analysis.....	40
3.8 Data Treatment	41
3.9 Hypotheses Testing	42

IV. RESULTS AND DISCUSSION

4.1 Result of Study.....	43
4.1.1 Implementation	44
4.1.2 Result Aspects of Students' Speaking PreTest	45
4.1.3 Result Aspects of Students' Speaking PostTest.....	51
4.1.4 Hypothesis Testing.....	57
4.1.5 The Differences of Students' Speaking Score	58
4.2 Discussion	63

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion	68
5.2 Suggestions	69

REFERENCES	
APPENDICIES.....	

TABLES

Table 3.1 Table of Scoring System	36
Table 3.2 Table of Rating Sheet Score.....	37
Table 3.3 Table of Reliability	40
Table 3.4 Table of Data Score Pre-test and Post-test.....	41
Table 3.5 Table of Data Oral Test.....	41
Table 4.1 Table of Anova (Students' Pronunciation Score in Pre Test).....	45
Table 4.2 Table of Anova (Students' Fluency Score in Pre Test)....	46
Table 4.3 Table of Anova (Students' Vocabulary Score in Pre Test).....	48
Table 4.4 Table of Anova (Students' Grammar Score in Pre Test)	49
Table 4.5 Table of Anova (Students' Pronunciation Score in Pre Test).....	51
Table 4.6 Table of Anova (Students' Fluency Score in Post Test).....	52
Table 4.7 Table of Anova (Students' Vocabulary Score in Post Test)	54
Table 4.8 Table of Anova (Students' Grammar Score in Post Test)	55
Table 4.9 Result in Pre-Test and Post-Test.....	57
Table 4.10 Table of Gain of Students' Speaking Increase for Each Aspects	58

APPENDIX

Research Schedule	71
Pre-Test	72
Post-Test.....	76
Lesson Plan 1	79
Lesson Plan 2	85
Lesson Plan 3	91
Students' Score in Pre-test	97
Students' Score in Post-test	98
Students' Transcription in Pre-test	99
Students' Transcription in Pre-test	102
Reliability in Pre-test	104
Reliability in Pre-test	105
Profile of The Second Rater	106

I. INTRODUCTION

This chapter presents background of the study, formulations of the study, objectives of the study, uses of the study, scope of the study and definition of terms that clarified as the following.

1.1 Background of the Study

Speaking, by its very nature, is used in communication process such as giving the ideas, exchanging the information and their feeling with others. The function of speaking is to communicate our ideas or feeling with others. Unfortunately, Indonesia students still experience difficulties to speak English appropriately, because they lack practice of this skill. This situation unavoidably influences students' speaking skills during the class room activity. Consequently, in general they are not able to achieve objective of learning speaking skills.

In contrast to this, the goals of teaching speaking should improve students' speaking skills, because speaking is the measurement of language product. According to Matthew (1994:45) speaking is a process where people share information, ideas and feeling. Furthermore, speaking is instrument of language and primary aim of speaking is for communication (Tarigan, 1987:5). From these definitions, it is clear

that the students learn to speak in order to be able to communicate or express what they intended to put forward in order to understand one another.

Besides as the appropriate way to communicate, speaking is the most difficult skill which has many aspects: *pronunciation, vocabulary, grammar* and *fluency*. According to Brown (2004:142) there are basically two skills in speaking: *macro-skills* and *micro-skills*. In macro-skills, the students should be able to master the larger elements such as: 1) to know the function of communication, 2) to provide a meaningful context to make listener understand and 3) to convey body language or other nonverbal cues along with verbal language. While, in micro-skills, the students should be able to master the smaller chunks such as: 1) producing English pronunciation appropriately in clear intonation and stress, 2) producing the fluent speech, 3) using correct vocabulary and 4) producing correct English sentence structure.

Unfortunately, in general, as mentioned earlier Indonesian students are unable to try to interact with their friends or with their English teacher. This is because, in most cases, they often make serious mistakes when they try to use English in the clas,. As shown in KTSP (Kurikulum Tingkat Satuan Pendidikan) of SMA, that SMA/MA students should be able to speak English at the standard competence in senior high school.

In relation to problem above, in order to know the students' difficulties in speaking skills, pre-observation was conducted. The pre-observation activity showed

that the students in SMAN 1 Pagelaran have difficulties to interact with their friends or their English teacher, because of they could not speak English fluently due to the lack of vocabulary. To solve this learning condition, this study intends to use a media in speaking which can help them speak grammatically and fluently as well.

Considering to the problem above, this study is aimed to use media in speaking class especially in video movie. Lubis Yusiani (1998:70) suggests that using visual aids may be facilitating students to express their ideas. In other words, visual aids have great potential to stimulate oral communication. This is reasonable, because video movie is one of authentic example of visual aids in uttering English conversation that can help the students in learning speaking skill properly.

The previous study done by Saputra Zacky (2012) concluded that students in senior high school had difficulties in speaking skills in terms of fluency and pronunciation. In his study, animation video has positive effect in improving students' speaking ability. It makes the students able to response a conversation applied in the animation video using their personal answers.

Considering to the statement above, in this quantitative study, *micro-skills* of speaking skill becomes the focus conducted by using video movie.

More specifically, picture in the video movie provides some information in real situation. Evidently, information that delivered by picture in the video movie can give idea to the students because, according to Brown et.al (1997: 178), picture can stimulate students to pick out the ideas. In other words, pictures in the video can

stimulate students to devise the idea and sound in the video as the authentic example of English conversation. It is hoped that using video movie, the students are able to develop and use the words, so that they can learn easily to apply conversation and pronunciation as shown on the video; and not only they are able to speak fluently, grammatically and in acceptable pronunciation, it is expected that they would be more confident in speaking English in class.

This stands to reason for video movie has some features, such as, sound, picture, narration and action. To be clearer, sound in the video as an authentic example of pronunciation that can be heard and followed by students. The picture and action are real example that can help students to develop words and stimulate their idea. In narration, for example, it can help students to know the role of the story and student know what the tense that used in the story is. In short, video movie can transform boring books into an interesting and attractive learning to improve speaking skills. It is hoped that by using video movie as a media, the students would be enthusiastic in following teaching learning process. As the result, they can improve their speaking ability through some features in the video movie in micro-skills aspects; namely: 1) pronunciation, 2) fluency, 3) vocabulary and 4) grammar and they would pay attention to the material that given by the teacher. Of course not only the media that the teacher would use, but also the activity in the speaking class which makes the students learn effectively.

It is widely recognized, that one of many classroom activities classified by Brown (2001:250) in speaking class is transactional dialogue. The classroom activity

is used not only to make a good interaction between teacher-student and student-student, but also to help students to overcome the difficulties. This is reasonable because in learning process of transactional dialogue, the students with their teacher or their friend would take a conversation by asking some questions related to the topic. It is expected that students' speaking is not only to make them speak fluently, grammatically, and acceptable pronunciation but also make them master the topic.

Generally, it is believed that the students would not afraid to speak up when they feel relax, enjoyable and also familiar with the topic in speaking. The title of this study, thereby is "*Teaching Speaking Through Transactional Dialogue By Using Video Movie At The Second Grade Of SMA N 1 Pagelaran Pringsewu*".

1.2 Formulations of the Study

Referring to the background of the problem above, research questions are as follows:

1. Can video movie give positive effect to students speaking skills?
2. Which aspects of Micro-skills in speaking that improved after being taught by using video movie?"

1.3 Objectives of the Study

In relation the formulations of the study above, the objectives of this study are:

1. To find out can video movie give positive effect to students' speaking skills.
2. To find out which aspects of Micro-skills in speaking that improved after being taught by using video movie.

1.4 Uses of the Study

After doing this study, the writer hopes that the result of the analysis will be useful as a contribution to educational research particularly in speaking ability of student, so they can communicate well in English. The writer gives the input as follows:

1. Theoretically, the significances of this study are;
 - a. To be used as references for the next researcher in teaching learning speaking.
 - b. To be used as a media in learning speaking.
2. Practically, the significances of this study are:
 - a. As the information concerning with whether there is improvement of students' speaking, achievement, students' participation in teaching learning process and the quality of the teacher's teaching performance in the implementation of video movie.

- b. As a help to English teacher in finding an appropriate way to increase students speaking achievement, students' participation in teaching learning process and their teaching performance.

1.5 Scope of the Study

This study was quantitative study which focused on finding out the aspects of micro-skills significantly improved after taught by using video movie. The subjects of the study were the second grade students of SMAN 1 Pagelaran Pringsewu in the 2015/2016 academic year. The video that used in this study was narrative story (*especially fairytale*), particularly, narrative text related to the syllabus of the second semester for second grade of Senior High School. The students were expected to be able to comprehend some speaking aspects in micro-skills consisting of: 1) producing English pronunciation appropriately, 2) producing fluent speech, 3) using correct forms of words and 4) grammar.

1.6 Definition of Terms

In order to avoid ambiguity and to reflect the research items, there are some terms that are used by the writer in making this study. To make it clear, the writer gives some definitions as follows:

- a. **Speaking** is productive skills in which the speaker produces and uses the language by expressing the ideas effectively to others. According to Morrow (1982:70) cited that speaking is typified as an activity involving

two or more people in which the participants both hearers and speakers have to react what they hear.

b. Micro-skills in speaking refer to producing the smaller chunks of language units in speaking, such as: 1) produce English pronunciation appropriately; 2) using English words and English sentence structure of the target language Brown (2004:142).

(1) *Pronunciation*, refers to the ability of students to producing English pronunciation appropriately. In this aspect, the students should be able to pronouncing different English phonemes with stress and intonation clearly.

(2) *Vocabulary* in this study, refers to the ability of students to use appropriate diction in term of well-design. In vocabulary, they should know about content words in English vocabulary.

(3) *Fluency*, refers to the ability of speak easily and effectively especially in foreign language. For example, when learners begin to talk about something but they cannot to continue and choose to begin a new sentence or stops, it is called message abandonment.

(4) *Grammar*, this basically refers to sentence structure. According to Richard Nordquist (2015) sentence structure is the way a sentence arranged grammatically.

c. Video movie is a kind of authentic visual aids used as a media consisting of a system which is able to show picture with sound coming out through stereo sound.

d. **Transactional dialogue** is extended form of responsive language that always happen in people's activities. It is not just limited to give the short response but it can convey or exchange specific information (Brown 2003:273).

II. LITERATURE REVIEW

This chapter discusses about concept of speaking skills, types of speaking skills, concept of micro-skills, technique of teaching speaking skills, concept speaking class by using transactional dialogue, concept of media, video movie in speaking class, teaching speaking using video movie, procedure of teaching speaking by using video movie, advantages and disadvantages using video movie in learning speaking and theoretical assumption.

2.1 Concept of Speaking Skills

Theoretically, speaking is one of four language skills: listening, speaking, reading, and writing. Speaking is closely related to listening and writing; while speaking is related to listening because both use oral media; and also related to writing because both are productive process. Khamkhien (2010: 184) asserted that speaking as a productive skill, because it can distinctly show the correctness and language errors that language learners makes. It can be said, that listener can find out or even can evaluate language ability of someone through speaking. In short, speaking is a measurement of someone's language ability.

There are various definitions of speaking. According to Spratt (2005: 34) speaking is a productive skill which involves using speech to express meaning to other people. Doff (1987: 2) points out that in communication or conversation two people are exchanging information or they have a communication or conversation

needs. Therefore, we can understand that by speaking, someone can communicate or express their ideas, emotions and feeling, so that those people may understand his/her way of thinking.

Meanwhile, Matthew (1994: 45) says “speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message”. It means that, when students talk about their ideas, there is an interaction between the speaker and the listener to clarify their information intended. In other words, in process of speaking the speakers must be able to deliver the ideas clearly, as the result, the listener can receive and understand what the speaker means.

According to Thornburry (2005: 8) as quoted by Junaidi (2011) speaking is a speech production that becomes a part of daily activities which involve interaction. While, Morrow (1982: 70) stated that speaking is typified as an activity involving two or more people in which the participants both hearers and speakers have to react what they hear. Furthermore, Hughes (1999: 135) states that speaking is fundamentally an interactive task linked to the individual who produces it. From these definitions about speaking, we can say that speaking is about communication and interaction.

As a matter of fact, speaking is one of language skills which speaking has many aspects such as vocabulary, pronunciation, grammar and fluency, Brown (2001:267). The indicators of these aspects as follows: (1) *Pronunciation*, refers to the ability of students to produce English pronunciation appropriately. In this aspect, the students should be able to pronounce different English phonemes, stress and intonation clearly; (2) *Vocabulary*, refers to the ability of students to

use appropriate diction in term of well-design. In vocabulary, they should know about content words and function words in English vocabulary; (3) *Fluency*, refers to the ability of speak easily and effectively especially in foreign language. For example, when learners begin to talk about something but they cannot to continue and choose to begin a new sentence or stops, it is called message abandonment; and the last aspect is (4) *Grammar*, this basically refers to sentence structure includng tenses. According to Richard Nordquist (2015) grammar is the systematic study and description of a language, for example, learners study about tenses which originally consist of present and past forms.

Therefore, to achieve their goal the students have to master all of speaking aspects, so they can communicate effectively in the class or outside the class; because without an ability to speak, it would be impossible to have a natural communication among people. Besides, speaking has basic elements that would be elaborated in the next section.

2.2 Types of Speaking Skills

Theoretically, Brown (2004: 142) divides speaking skills into two terms: (1) macro-skills and (2) micro-skills. Macro-skills and micro-skills have their own implementation in speaking activities.

1. Concept of Macro skills

Macro skills in speaking are skills related to mastery on the larger elements of language units as follows:

- a) Accomplishing appropriate function of communicative according to purpose of speaking. The speakers should have the purpose before they

share their ideas or their information. So, after the speaker already shared their ideas or their information, the listener will get what the speaker means.

- b) Conveying connections between events and communicating, new information and given information, generalization and exemplification.
- c) Conveying facial features, body language and other nonverbal cues along with verbal language. For example, when the speaker wants to say “tie” but the speaker does not know “tie” in English, so the speaker uses body language to describe “tie” or describe “tie” with another words; like “the thing that we wear around the neck”.
- d) Providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor understands you.

2. Concept of Micro skills

Here are some of micro-skills involved in speaking. The speaker has to:

- a) Producing English pronunciation appropriately. For example pronounce differences English phonemes, and use English stress and falling or rising intonation when commanding and asking.
- b) Use correct forms of words. The speaker should be able to make the listener understand what they said and should be able to choose the right word to explain something when they speak up, because word is important thing in speaking which built a sentence.
- c) Produce fluent speech. For example there is no paused when the student speaks up.

d) Use correct grammatical rules, such as sentence structure and tenses.

As the focus of this study is mainly concerned with **micro-skills**; so, those skills will be appropriately developed in this study. While macro-skills have the appearance of being more complex than micro-skills, both contain ingredients of difficulty, depending on the stage and context of the test-taker.

Referring to the description above, in improving speaking skills this study would pay attention to micro-skills as essential substances of speaking achievement. Basically, micro-skills are concerned to produce the smaller chunks of language such as: (1) *producing English pronunciation appropriately*, (2) *producing fluent speech*, (3) *using correct grammar*, and (4) *using right word*. More specifically, the next section explains about micro-skills in speaking.

2.2.1 Concept of Micro-Skills

Brown (2004) asserts micro skill is refers to producing the smaller chunks of language units such as (1) *Pronunciation*, refers to the ability of students to pronouncing English words with stress and intonation clearly; (2) *Vocabulary*, refers to the ability of students to know about content word and function word in English vocabulary; (3) *Fluency*, refers to the ability of speak easily and effectively especially in foreign language; and (4) *Grammar*, this basically refers to sentence structure. To be clear, here is the example:

1) Pronunciation

In micro-skills of speaking, the students producing English pronunciation such as *different phonemes*, rising and falling in *intonation* and *stress*. For example the differences of English phonemes:

“Chef, can you give me some cheese?”
 / **ef**/, /kən/ /ju// v// m:/ /s m/ **t i:z**/

The letter "ch" in the words “chef” and “cheese” has two different pronunciations, which are represented by two different phonemes: / / and /t /. Which is / / is strong friction sound and belongs to Voiceless Alveopalatal Fricative; and /t / is stop affricate weak sound and belongs to Voiceless Alveopalatal Affricate.

Besides pronounce different English phonemes, the students should be able to use stress clearly enough. The listener can understand what the clues or the important information that speaker said. In English, stressed syllables are louder than non-stressed syllables. For example the stressed syllables are represented by **bold** typed:

“I think the story is **good**.”
 “The baby falls in **deep** sleep.”

For more clear, the stress in the word “good” means that it is the point of the topic. The speaker tries to convince the listener that the story is good. For the second example, the stress in the word “deep” means that the baby was really sleeps. The speaker gives the clue or important thing to the listener.

Besides pronounce different English phonemes and using stress, the students should be able to recognize the differences between risings and falling in intonation. It can be observed when looking at commands and questions. For example the intonation of these questions can be illustrated as follows:

What is your favorite food?

What do you think about Sleeping Beauty story?

2) Fluency

Furthermore, fluency in micro-skills refers to the ability of speak easily and effectively especially in foreign language. To have fluency in speaking, students should speak up without pause. For example, when learners begin to talk about something but they cannot continue and choose to begin a new sentence or stop, it is called message abandonment that influences speed and fluency in speaking.

A: What is your favorite football player?

B: My best favorite football player is Cristiano Ronaldo.

A: Why do you like Cristiano Ronaldo?

B: He has nice skill in playing football and I like his --- uhmm his ---- uhmmm. What about you? (pausing or message abandonment).

A: I like Mesut Oziel.

3) Vocabulary

Next, vocabulary in micro-skills refers to the ability of students to use appropriate word in term of well-design. In vocabulary, they should know about content word and function word in English vocabulary. Content word refers to classes of word (noun, verb, adjective and adverb) and function word refers to the function of the word in the sentence whether it is as a subjective pronoun or objective pronoun. For example:

“I am *terrible* tired.” **Instead of** “I am *terribly* tired.”

In this sentence, *terrible* is a noun while *terribly* is adverb. It is misused of content word if students use *terrible*, because “tired” is adjective that explain “I” as noun, and then “terribly” as an adverb that explains adjective.

“She is my friend. My house is next to she” **Instead of** “She is my friend. My house is next to hers”

In this sentence, the student misused function of word. The objective personal pronoun of “*she*” is “*hers*”.

4) Grammar

The last aspect in micro-skills is grammar. This basically refers to sentence structure and tenses. According to Richard Nordquist (2015) sentence structure is the way a sentence arranged grammatically. For example:

B: My idol is Gus Dur.

A: Can you tell me, who is he?

B: He is the fourth President. He born on September in Jombang. He become a president in 1999 and passed away on December 2009.

It should be:

B: My idol is Gus Dur.

A: Can you tell me, who is he?

B: He is the fourth President. He was born on September in Jombang. He became a president in 1999 and passed away on December 2009.

In usual, when we are talking about someone life, automatically we talking about his/her story that happened in the past. So we have to use verb II. In the conversation, the speaker should use past tense to tell Gus Dur history, as seen below:

S + Verb II refers to **past tense**.

2.3 Technique of Teaching Speaking Skills

Basically, teaching English skills is important to help students in mastering some skills, namely listening, speaking, reading and writing. Teaching is not only explaining the content of lesson, but also the teacher should understand how to face students and help them to solve the problem in classroom activity. It is supported by Brown (1994: 7) that teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The aim of teaching speaking is to develop students' skill that they can use the English for communication. The goal of teaching speaking skills is to communicate efficiency (Brieger: 1990). It means that by mastering speaking we can express the ideas, transfer our feeling even emotion to the other people. Therefore, Harmer (1991) asserts that the aim of teaching speaking is to train students for communication because spoken language is permitted people to communicate with the others. It is clear that spoken language is very important for communicate in social life and also the main goal for EFL and ESL learners because speaking is the measurement of language product.

However, when the teacher enter the class, the teacher should has a meaningful classroom activity. To achieve their goal, the speaker needs to be able to master all requirements needed in speaking activity. It is assumed that in teaching speaking, effective and efficient activity should be applied based on the purpose of speaking in order to get the goal of speaking class. Transactional dialogue will be applied by Senior High School students in speaking class. This is basically deals will to analyze the types of speaking classifications.

2.3.1 Concept of Speaking Class by Using Transactional Dialogue

Brown (2001: 250) said that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities, such as imitative, intensive, responsive, transactional dialogue, interpersonal dialogue and extensive.

English class in junior and senior high school level, the material dialogue and conversational English was divided into two; transactional and interpersonal dialogue. Furthermore, to make students are able to produce, receive and process the information, they are taught to be able to say or to give response to others, in the form of transactional and interpersonal dialogues, for instance. Form those material English dialogue and conversation above, the writer choose transactional dialogue as the speaking class.

A transactional dialogue is to make someone do some activities. According to Brown (2000:237), transactional dialogue is extended form of responsive language. It is not just limited to give the short response but it can convey or exchange specific information. Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extend form of responsive language. For example, question-answer below is related to the material:

- T : Students, please read Cinderella story seriously, and then I will ask you some questions.
What is the moral value in this story?***
- S : The moral value is we should be a good person to everyone.***
- T : Can you explain the characteristics of Cinderella?***
- S : She is a beautiful and kind girl. She has yellow hair and wears beautiful blue dress.***

In this study, **transactional dialogue** is chosen to conduct the study in pre-test and post-test. The teacher would ask the students to take conversation by asking some question relates to the topic. It meant that when treatments the students would respond the questions related to the aspects of video movie or taking conversation. In this process students would take conversations with their partner or teacher by answering the questions from the teacher by using the aspects of video movie that are available in this study. The writer would analyze which aspect of speaking is improved the most.

However, when the teacher teaches speaking, the teacher cannot only teach based on the classroom activity but also based on the situation what she or he deals with. The teacher should teach speaking by carrying out the students in certain situation when the topic is being talked about. The topic and media must be meaningful to the students, so that the students would be easy to deliver their idea about the material.

It can be inferred that in teaching speaking, teacher should choose good media and topic to deliver the material to obtain the goal of learning. The teacher needs to make sure that activities are clear, not too difficult and fun; so that, the students would not ashamed and afraid of making mistakes in communicating as long as it do not hinder communication. The assumption of this study proposes the teaching speaking by using transactional dialogue in speaking class, because transactional dialogue is the conversation material that has mastered by senior high school students.

However, the teacher cannot only teach based on the classroom activity but also the topic and the media to the students. Teaching speaking by using media is effective way to communicate with the students.

2.4 Concept of Media

Basically, media often refers of any device that brings information from the source of message to the destination. It is often related with mean of communication. In our daily life, there are many some examples, such as television, radio, book, record, and picture. In other words, media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials which used when using a particular teaching method to make learning easy.

For more clear, the teacher can use media in teaching learning process, because media can help both of the teacher and the learner; the teacher can teach more reflectively and the learner can grasp the concepts more effectively. According to Roblyer *et al* (2010), media such as slides and films delivered information in more concrete and more effective ways than lectures and books did. Meanwhile, in teaching and learning process, media is needed to ensure effective communication in order to improve the effect of instruction. It is not only helping the teacher to communicate and send a message to the students, but also to give some responses. So the students can carry meaningful learning experiences.

According to Mayer in Saputra Zacky (2012: 14) media is a combination of five elements which are text, graphic, animation, sound and video. From the

definition above, it means that media is a tool that can help the learner to obtain their purpose in learning activity. Besides, media can deliver teaching material more effectively, because giving illusion like a real example. Actually, there are many media that can be used in teaching learning activity, especially in speaking class. One of many media in learning speaking is use video movie that will be elaborated in the next section.

2.4.1 Video Movie in Speaking Class

As the writer mention earlier before, video is one of media that can be used in teaching speaking class. For more specifically, video is one of the audio-visual equipment used by the teacher to transfer the concepts, ideas, materials and experiences caught by sight and hearing sense in order to make the students understand easily. According to Sadiman (2005:29), video is storage of picture and sound information system where audiovisual signal is not only recorded on magnetic tape but also on disk.

Meanwhile, Gambrell and Brooke Jawitz (1993) argue that video can help the students remember unfamiliar words during thinking and enhance comprehension retention. It means, when the teacher gives video movie in speaking class, the video can deliver the material with real example through the illusion or movement in the video. The material that the delivered by video movie can be more memorable than the material that the teacher give manually.

The definition above indicates that video is a kind of visual aids that consists of some kinds of system used to show picture with sound coming out through stereo sound. The video that are discussing here is video used for

education which discuss about narrative story, especially *fairy tale*. The reason why the writer using fairy tale as the material in teaching speaking, because fairy tale is the famous and simply material. The famous material can stimulate students to share their idea; so that, the students can be brave to speak up and confident because they have the idea. Here some examples of fairy tale; Cinderella, Rapunzel, Beauty and the Beast, Snow White, etc.

2.5 Teaching Speaking Using Video Movie

In teaching speaking activities, the teacher just command the students to make a conversation, and then let the student to memorize the conversation in front of the class. This phenomenon cannot make speaking class effectively, because the students just memorize the conversation that they made before. Then, the students cannot comprehend their speaking skills if they are memorizing the text or the conversation. The students need media or technique in speaking class which can give materials and ideas, and also can stimulate the students to share their ideas naturally.

Basically, teaching is described as training process aimed to develop students' ability to communicate. According to Brown (1994) teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Meanwhile, teaching speaking is giving instruction to the students how to use the language for communication, for transferring idea, thought or even feeling to other people. Teacher should be creative to create the classroom communication situations relevant to students' daily life in order to

motivate their learning and to encourage their participation in activities in the class.

As mentioned before, video provides a combination of visual and audio stimuli that can promote the comprehension. The use of video is appropriate media to attract the student's attention and to give the information that delivered by video. It can be inferred that teaching speaking using video movie will make learning process more meaningful.

This stands to the reason for choosing video movie as a media, because the use of video movie can help learners to predict information, infer ideas and analyze the word that is brought into the classroom. That is why the writer is interested to choose video movie as a media to help students to learn English. Students learn by watching, listening and doing things.

2.6 Procedures of Teaching Speaking by using Video Movie

In practicing speaking class by using video movie, the researcher followed the following procedures:

1. Pre Activity

- a. Teacher greets the students.

T : Assalammu'alaikum, good morning students. How are you?

S : Wa'alaikumsalaam. Good morning Miss. I'm fine, and how are you?

T : I'm fine too. Thank you.

- b. Teacher shows some pictures of cartoon movie. The picture is used as a media to attract the students to learn enthusiastically.

T : Students, do you know, who the woman in the picture is?

S : *I am sure that she is Cinderella, Miss.*

T : *That is right.*

- c. The teacher asks several questions to the students to get some information and to stimulate students' background knowledge about the material.

T : *Anybody knows the generic structure of narrative text?*

S : *Yes, I do. It consists of first orientation, second complication, third resolution and the last is reorientation Miss.*

T : *That is correct.*

2. While Activity

- a. Teacher informs to the students about the narrative story that will be showed in video movie.

T : *Well, today we will learn about narrative text, can you tell me the kind of narrative story?*

S : *Yes, I can Miss. I believe that the kinds of narrative story are fable and fairy tale.*

T : *That is good. There are four, actually; folk tale, fairy tale, fable and myth.*

- b. The teacher reminds about narrative text and the examples of fairy tale through LCD as a media to attract students to learn enthusiastically.

T : *Do you remember another example of fairy tale?*

S1 : *Yes, I do Miss. Another example is Rapunzel.*

T : *That is correct. Can you mention another example?*

S2 : *Yes, I can. It is Snow white, Miss.*

- c. The teacher shows the video movie to the students. Then, the teacher asks the students to take a note during the video is playing.

T : *I have a video about Snow White Beauty. We watch this video together. Don't forget to take a note the important information that you get.*

S : *So, we watch the video, and then we takes a note the important things from the video, Miss?*

T : Sure, so you have to pay attention, can you?
S : Sure, we can Miss.

- d. The teacher asks students to make a paragraph with their own word based on the video that they watched before.

T : Students, after you write down the important things that you have got, please make a paragraph to tell the story based on your note.
S : We will, Miss.

(5 to 10 minutes)

- e. Teacher asks students to response what on their thought about the story.

T : Are you done? Now, I have some question related to the video. I will call your name and please answer my question.
S : It is all right, Miss.
T : X, what do you think about the Snow White? Or what the moral value that you get from the story?
S : Snow White is a good story. The story teaches us that our kindness can help us when we find the difficulties.

3. Post Activity

- a. The teacher asks students to retell the story based on their own word from the information that they have got.

T : Prepare yourself, please retell the story based on the information that you got.
S : Miss, but my note is not complete yet. I missed other information.
T : Do not worry. We will complete it together later.
S : It is very good, Miss.

- b. To evaluate, the teacher viewing the video with sound. Then, asks them to complete it.

- T : How many points of information that you missed? You can complete the information after we watch the video once again.*
- S : I think, we can do it Miss.*

Based on procedure above, the writer sure it can help the teacher and the students to be more active, creative and also effective in delivering and accepting the material by using video movie as a media in teaching-learning process.

2.7 Advantages and Disadvantages of Teaching Speaking by Using Video Movie

There are several advantages and disadvantages of teaching speaking by using video movie.

- **The following advantages are:**
 1. Videos can motivate students to more active in language learning.
 2. Video can help students improve their comprehension skills, because video provide sounds and picture with the target language.
 3. Video can be used for every grade of education.
 4. Video can be used individually or group.
 5. Video can show the movement and the sound of the objects.
 6. Videos also create a relaxing and effective learning environment.
 7. Videos can make lessons more fun and interesting.

- **The following disadvantages are:**
 1. It takes time for the teacher to preview and selects authentic video and then to prepare activities for learners.
 2. The use of video movie in the classroom is depending on the electrical problem. It means that when the electricity are turn off, the teacher cannot play the video.
 3. Video may be boring if overused and do not foster interaction among students and teacher if the teacher allows the video control.

2.8 Theoretical Assumption

Referring to the theories above, it is assumed that learning speaking should be mastered by senior high school students. In order to make it easier, the teacher should have a good media for teaching speaking; since, good media will stimulate students to have idea to speak up. This is reasonable, because using video movie can stimulate students' idea as speaking material.

Hence, it can be assumed that video movie would improve speaking ability, specifically in terms of micro-skills in speaking. And it would help the students to improve the speaking aspects after being taught through video movie.

III . METHODS OF THE STUDY

This chapter discusses about methods of the study, such as: design, population and sample, data collecting technique, research procedures, instruments, criteria of evaluating students' speaking, data analysis, data treatment and hypothesis.

3.1 Design of Study

The study was quantitative study which used *One Group Pre-test – Post-test Design*. In this design, pre-test and post-test were aimed to find out which aspects of micro-skills in speaking that most improved on students' speaking ability after being taught using video movie. In this study, the students were given the pre-test before treatment and post-test after treatment. The design was presented as follows:

T1 X T2

This formula can be further illustrated as follows:

T1 : Pre-test

T2 : Post-test

X : Treatment (teaching speaking using video movie)

(Hatch and Farhady, 1982:20 in Setiyadi 2006:44)

The formula above can be further explained as follows:

T1 refers to pre-test which consisted of fairy tale about Sleeping Beauty.

T2 refers to post-test which consisted of fairy tale about Golden Slug.

X denotes to treatment done after pre-test using video movie.

3.2 Population and Sample

The population in this study was the second grade students of SMAN 1 Pagelaran which consisted of eight classes and there were 25-30 students of each class. XI IPA2 was taken as the sample of this study which consisted of 28 students. The pre-test and post-test were administered in this class.

3.3 Data Collecting Technique

The purpose of the research was to gain the data of students' speaking ability score before the treatment (pre-test) and after treatment (post-test). The students' performance was organized as transactional dialogue concerning on four elements of micro-skills in speaking namely producing English pronunciation appropriately, use correct forms of words, producing fluent speech and using correct grammar.

3.4 Research Procedures

a) Selecting Speaking Material

In selecting the speaking material, the writer took the material from You Tube; the video about fairy tale. The reason why the writer chose this material was because the material itself was one of the monologue texts that should be mastered by students in this level. This material based on the syllabus of the second years of SMA, in included in the curriculum used by the school.

b) Determining the Instruments of The Study.

The instrument in this study was *speaking test* and *fairy tale* as the topic. The aim of this study was to find out the improvement of micro-skills' elements in students speaking ability. The writer conducted the speaking test for the pre-test and post-test. The purpose of these tests was for gaining the data. The data was the students' speaking ability score before and after the treatment in performing conversations in terms of transactional dialogue which was the voice recorded.

c) Conducting Pre-test.

In this study, there was one pre-test that was proper to the second grade students of SMAN 1 Pagelaran. The writer administered the pre-test in order to find out how far the competence of the students in speaking skill before the treatment. The test focused on oral test. In the first time, the writer explained generally the material about narrative text and the writer read the story in front of the class. Then, the writer asked the students to take a note the important things while the teacher read the story. The writer repeated the story and asked the students to perform transactional dialogue. While the students had presented the dialogue, then the voices were recorded. The test was held for 90 minutes.

d) Giving Treatment.

There were three times treatments in this study. Each treatment was held for 90 minutes. The writer presented the material about fairy tale using video movie. After that, the students' asked by teacher to take a note the important things. And then, the writer asked the students to retell the story based on their own words in

front of the class after they watched the video movie. The procedure of teaching speaking using video movie as followed:

- a. Pre-Activities referred to warming-up in the first time the teacher entered the class. The activities such as greeting, checked the attendance list and asked some questions related to the material that would be discussed to stimulate students' background knowledge.
- b. While-Activities denoted to the activities in the class after the teacher stimulated students' background knowledge, such as gave the material, discussed the material and asked students to do their task.
- c. Post-Activities referred to the end of the activities in the class such as evaluated students' task or evaluated the material to know how far the students master the material.

e) Conducting Post-test

The post-test was administered after the treatment. It was to find out the progress of the students' speaking ability after being given the treatment using video movie. The scoring system was adapted by Harris rating scale.

In conducting the post-test, the students' was given the video movie about fairy tale. After that, the teacher asked the students to take a note the important things of the video movie, and then the teacher asked them to perform transactional dialogue related to the video movie in pair. The test was oral test which was the students' were asked to speak clearly since their voice was recorded during the test.

f) Analyzing The Data (pre-test and post-test)

After collecting the data that students' uttered in performing the dialogue, the recording data was listened carefully by two raters. The data were analyzed by referring the rating scale of micro-skills in speaking namely producing English pronunciation appropriately, use correct forms of words, producing fluent speech and using correct grammar.

Both of the pre-test and post-test results of the class were analyzed using One Way Anova of SPSS (statistical package for social science) version 16.0 for Windows. It was tested in order to find out which aspects in micro-skills in speaking that increased after being taught by video movie.

3.5 Criteria for Evaluating Students' Speaking Ability

The consideration of criteria for evaluating students' speaking ability based on the oral rating sheet from Harris (1974; 48). There were four aspects to be tested: pronunciation, vocabulary, fluency and grammar and there was improvement of the rating scale by first and second rater. It was because the scoring system had to fit the students in SMA N 1 Pagelaran as the subject. In evaluating the students' speaking scores, the writer and the second rater listened to the students' recorded voice. The students' utterance was recorded, because it could help the raters to evaluate more objectively. Based on the oral rating sheet from Harris (1974:84), each aspects was scored as the following:

Pronunciation has five criteria:

- 25 means that student has few traces of foreign accent.
- 20 indicates that the student always intelligible though one is conscious of a definite accent.

- 15 means that student has pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
- 10 shows that student's speech is very hard to understand because of pronunciation problem most frequently is asked to repeat.
- 5 indicates that the student has pronunciation problem so severe as to make speech unintelligible.

Grammar has five criteria:

- 25 shows that the student makes a few (if any) noticeable errors of grammar or word order
- 20 indicates that student occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
- 15 means that student make frequent errors of grammar and word order, which obscure meaning.
- 10 means that student has grammar and words order make comprehension difficult must often rephrase sentences and restrict him to basic pattern.
- 5 means that student has error grammatical and word order to server as to make speech virtually unintelligible.

Fluency has five criteria:

- 25 means that student has fluent speech and effortless as that of native speaker.
- 20 indicates that student's speed of speech seems rather strongly affected by language problems.
- 15 indicates that student's speed and fluency are rather strongly affected by language problems.
- 10 shows that student has usually hesitant often forced into silence by language problems.
- 5 indicates that student's speed is as halting and fragmentary as to make conversation virtually impossible.

Vocabulary has five criteria:

- 25 indicates that student uses vocabulary and idiom virtually that is of native speaker.
- 20 sometimes, student uses inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
- 15 shows that student frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
- 10 shows that student misuse of words and very limited vocabulary make comprehension quite difficult.
- 5 means that student's vocabulary limitations so extreme as to make conversation virtually impossible.

3.6 Validity and Reliability

a) Validity

According to the Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. Extend validity of the pre-test and post-test in this study related to the content and the construct validity of the test.

- **Content validity** relates with all items of test that include in the test. Based on Hatch and Farhady (1982) content validity is the extend to which the test measures a representative sample of the subject matter content. The focus of the content validity is adequacy of the sample and not simply on the appearance of the test. The researcher also tried to match the test with teaching material in order to fulfil the requirement of content validity. The writer adapted the test from students' book. In other words, the writer made the test based on the materials in English Curriculum (KTSP) for Senior High School and measured the validity by using *interrater*.

In syllabus based on KTSP, basic competence point 10.2 Expressing the meaning in the essay by using a variety of oral language appropriately, fluently and acceptable in the context of daily activity in forms of the text: narrative, spoof, and hortatory exposition; could be taught by using cassette/CD, tape/CD player, OHP/LCD.

- **Construct Validity** is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). If the test has construct validity, it was capable of measuring the students' ability in speaking. It means that the pre-test and post-test measured certain aspect based on the indicator. To construct validity, the scoring system was adapted from Harris (1974: 48), and there was change that made by first and second rater. It was because the scoring system has to fit to the students in SMA N 1 Pagelaran as the subject.

Table 3.1 Scoring system

Speaking Aspects	Percentage	Description
Pronunciation	25	The student produces the standard English accent.
	20	The student using stress and intonation clearly enough to make the listener understand.
	15	The pronunciation of the student hard to understand because he/she cannot distinguish the different phonemes in the same letter.
	10	They were some mistakes done by students in pronouncing English words.
	5	Pronunciation problem so severe as to make speech unintelligible.
Vocabulary	25	Sometimes the students use inappropriate terms and must rephrase ideas.
	20	The students frequently use the wrong

		word, conversation somewhat limited.
	15	The students misuse of words and limited vocabulary.
	10	Conversation almost impossible because of inadequate vocabulary.
	5	The students switch Bahasa to English after the listener mention what they want to say.
Fluency	25	The students have a few pauses.
	20	Speed and fluency of students' fluency are rather strongly affected by language problems.
	15	The students usually hesitant often forced.
	10	Students speech is so halting.
	5	The students have long pause affected by language problems.
Grammar	25	The students make a few grammar errors or word order.
	20	The students makes grammatical or word order error occasionally lead to understanding.
	15	The students make frequent errors of grammar and word order, which obscure meaning.
	10	Grammar and words order make comprehension difficult must often rephrase sentences and restrict him to basic pattern.
	5	Error grammatical and word order to serve as to make speech virtually unintelligible.

The writer evaluated the aspects of speaking ability based on the table below. The lowest score was 5 and the highest score was 25.

Table 3.2 Rating Sheet Score

S's Codes	Pron. (5-25)	Fluen. (5-25)	Voc. (5-25)	Gram. (5-25)	Total
1.					
2.					
..					

The score of speaking ability based on the four aspects could be compared in percentage as follows:

Pronunciation has 25% of all four aspects.

Grammar has 25% of all four aspects.

Fluency has 25% of all four aspects.

Vocabulary has 25% of all four aspects.

So, Total Percentage is 100%

For example:

	Pronunciation	Grammar	Fluency	Vocabulary	Total
1 st rater	15	10	20	15	60
2 nd rater	20	15	20	25	80

$$140 : 2 = 80$$

So, the student's score is 80

The score of a student was taken by two raters, the writer and the English teacher in the school. Thus, if student obtains 15 in pronunciation, 10 in grammar, 20 in fluency and 15 in vocabulary, the total score is 60 from first rater. Then, if student obtains 20 in pronunciation, 15 in grammar, 20 in fluency and 25 in vocabulary, the total score is 80 from second rater. Likewise if student obtains 60 from first rater and 80 from second rater, the final score is 80.

b) Reliability

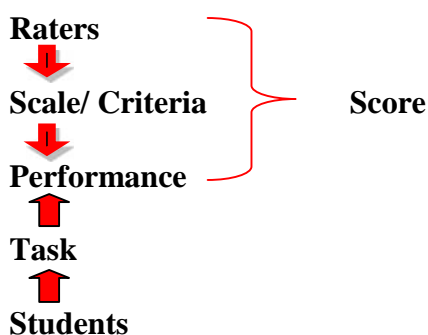
Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the reliability of the pre-test and post-test of speaking, *interrater reliability* was used in this study. The writer was the first rater and the English

teacher from SMAN 1 Pagelaran was the second rater. In achieving the reliability of pre-test and post-test of speaking test, first and second raters discussed and composed of the speaking criteria in order to obtain the reliable result of the test. The score was totaled by the number of the researcher and the teacher to get final score. The calculating as follows:

$$\text{Final score: } \frac{\text{Score writer} + \text{Score teacher}}{2}$$

2

Figure of Interaction in Performance Speaking Skills



McNamara (1995)

Besides inter rater reliability that used in this study, the writer also used the statistical formula for counting the reliability score between the first and second raters.

The statistical formula of reliability is as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

R = Reliability

N = Number of students

D = the different of rank correlation

1-6 = Constant number

After finding the coefficient between raters, the writer analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability has (range from 0.00 to 0.19).
- b) A low reliability has (range from 0.20 to 0.39).
- c) An average reliability has (range from 0.40 to 0.59).
- d) A high reliability has (range from 0.60 to 0.79).
- e) A very high reliability has (range from 0.80 to 0.100).

(Slameto,1998: 147 in Hayanti, 2010:38)

After calculating the data, the result of the reliability could be seen as the following table:

Table 3.3 Reliability

	Pre test	Post test	Criteria
Reliability	0.82	0.91	Very high reliability

From the calculating and the criteria of reliability above, it could be concluded that the reliability of the rater was high, which the meaning was that the way of the second's rater of scoring was similar to the researcher's. They have the same scoring system.

3.7 Data Analysis

To find out which aspects of micro-skills in speaking that could be improved after being taught by video movie, the writer used *One Way Anova* from SPSS 16.0. One Way Anova was used after post-test has been carried out. After

the data were collected, the writer analyzed the data by using the following procedures:

Table 3.4 Score of pre-test (T1) and post-test (T2):

S' code	Pronunciation		Vocabulary		Fluency		Grammar		Total	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
1										
2										

Table 3.5 Row data of oral test

No	Students' code	Rater 1		Rater2	
		Pre-test	Post-test	Pre-test	Post-test
1	A				
2	B				
3	C				
....					

3.8 Data Treatment

In order to find out the most improvement of speaking aspects in students' ability after being taught using video movie, the writer used statistical calculation to analyze the data using the statistical computation i.e. *one way anova* of SPSS version 16.0. According to Setiyadi (2006: 173-174), using One Way Anova for hypothesis testing has 5 basic assumptions, namely:

1. There is dependent variable and independent variable.
2. Dependent variable should be measured at the interval or ratio level (i.e., they are continuous).

3. Independent variable should consist of two or more categorical, independent groups.
4. Dependent variable should be approximately normally distributed for each category of the independent variable.
5. The number of sample more than two.

3.9 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this study was accepted or not. The hypotheses were analyzed by using *One Way Anova of Statistical Package for Social Sciences (SPSS)* windows version 16.0. The writer used the level of significance 0.05 in which the hypothesis was approved if $p < 0,05$. It means that the probability of error in the hypothesis will be only 5%.

The hypothesis testing stated as follow:

- Ho : There is no positive effect toward students' speaking score before and after pretest and posttest through video movie. The criteria H0 will be accepted if alpha level is higher than 0.05 ($p > 0.05$).
- H1 : There is positive effect toward students' speaking score before and after pretest and posttest through video movie. The criteria H1 will be accepted if alpha level is lower than 0.05 ($p < 0.05$).

V. CONCLUSION AND SUGGESTION

This chapter is the final chapter of this study report. This chapter presents the conclusion of the research findings and suggestions for English teacher who want touse video movie as the alternative media to teach speaking and for those who want to conduct similar study using video movie as the media.

5.1 Conclusion

Referring to the discussion of the research findings, video movie has a positive effect in students' speaking skills, especially in terms of micro-skills. Based on this study, it was concluded that the most significance improve among all aspects of micro-skills in speaking was **vocabulary**. To be specific, the students in point of fact were able to use content words, such as nouns, verbs, adjectives and adverbs correctly. Vocabulary became the aspect which was significantly improved from 17.3 up to 22.0 by 4.7 gains. To be more concrete, the conclusions ranging from the highest to the lowest achievement of speaking aspect can be cited as follows:

- a. Vocabulary increased significantly because the students' capability in using structure was appropriate.

- b. Fluency increased significantly because the students' capability in producing fluent speech and was very good.
- c. Pronunciation increased significantly because the students' capability in producing English pronunciation was good.
- d. Grammar increased significantly because the students' capability in using English sentence structure was fairly good.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. As can be seen in the conclusion that grammar aspect was the lowest achievement in this study. Therefore, it is advisable that the teacher should give the exercise with the certain aspect, grammar aspect for example to the topic of discussion whether present tense or past tense forms. So that, the students have wider knowledge of tenses.
2. For further researchers:
 - a. In this study, the writer uses video movie about fairy tale in teaching micro-skills of speaking at the second grade of Senior High School. Other researchers can focus on macro-skills
 - b. In order to increase grammatical aspects, it is suggested to select another material that provides grammatical aspects such as sentence structure and tenses. The appropriate topic or theme for their students should be based on the curriculum in the school. In this research the researcher uses guessing meaning of contextual clues as a technique to increase students' vocabulary

mastery. Further researchers are recommended to use other types of contextual clues in teaching vocabulary.

3. It is also suggested based on the finding of the study, that English learner to be aware with certain aspect of speaking skills, especially in grammar aspects of micro-skills.

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