

**IMPROVING STUDENTS SPEAKING SKILLS BY USING  
VIDEO CLIP AT SECOND GRADE OF MAN 1 BANDAR  
LAMPUNG**

**(A Sript)**

**By**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2016**

## ABSTRACT

### **IMPROVING STUDENTS SPEAKING SKILL BY USING VIDEO CLIP AT SECOND GRADE OF MAN 1 BANDAR LAMPUNG**

Fadilah Sukma Dewi

Speaking is a part of English proficiency that should be mastered by student who learn second language, because the success of mastering second language is measured by the ability of carry out a conversation in form of language. in teaching and learning process at school, students only do the task in written form. This teaching and learning process does not influence students speaking skills at all. Theoretically, speaking consists of some elements 1) vocabulary 2) grammar 3) comprehension 4) fluency 5) pronunciation. Clearly, speaking is complex skills to be achieved. Therefore it is common phenomenon that student's of MAN 1 Bandar Lampung experienced serious difficulties in achieving this skills.

The aim of this study was to find out whether there was statistically significant improvement of the students' speaking ability after the students were taught through video clip. It was a quantitative research and the design of this study was the pre-test post-test design. There were took 29 students of MAN 1 Bandar Lampung participating in this study. Both the pre-test and the post-test were used to collect the data. The result showed that there was statistically significant improvement of the students speaking skill. This indicates that video clip can improve students' speaking skills.

***Keywords:*** *speaking, video clip, communication*

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**A Script**

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**in**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2016**

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BY USING VIDEO CLIP AT SECOND GRADE  
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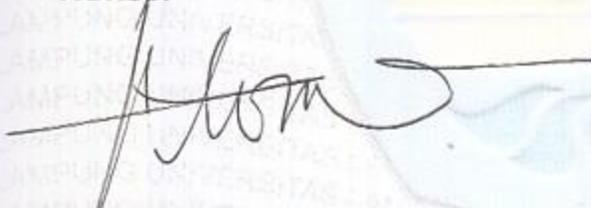
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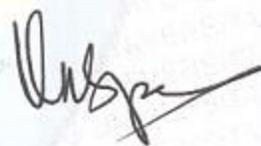
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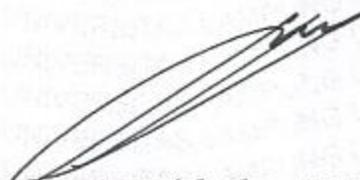
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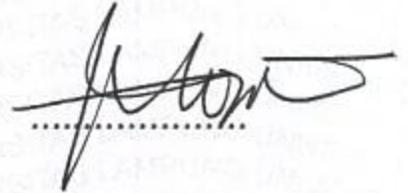
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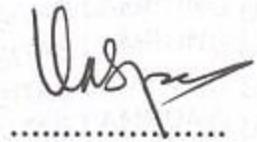
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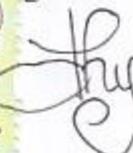
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Yang membuat pernyataan,



  
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## **CURRICULUM VITAE**

Fadilah sukma dewi was born on October 22nd, 1994 in Bandar Lampung, the second child of four from Anta Yasin H.S and Asmawati. Fadilah has completed her study from SDN 1 Sukabumi Indah and continued to Diniyyah Putri Lampung Islamic Boarding School graduated on 2006. Then she entered MAN 1 Bandar Lampung and graduated on 2012. At the same year she was admitted as the student of English Department University of Lampung.

Fadilah is highly motivated student and has joined international organization called AIESEC on 2013 until 2015 she is actively joined in several volunteering activity and also attend a conference. She loved to become master ceremony in many events as she has a good public speaking. Fadilah also learn about marketing and business from her organization and some Youth speak Forum that allows her to learn more from the professional.

## DEDICATION

*To mom and dad,*

*Who always supports me, make me brave and encourage  
me to go on every adventure,  
especially this one.*

**MOTTO**

*Once a year, go someplace you've never been before.*

*(Dalai Lama)*

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Gratitude and honor are addressed to all people who have helped and supported the writer for completing this script. Here the writer would like to address her gratitude and honor to:

1. My greatest parents', Antayasin H.S and Asmawati for being the most supportive person ever. Thank you for the love and affection.
2. My siblings and relatives, Faizati Yasinta, Farhan Abadi, Apriadi, Antoinet Srikandi, Asheila Gwenny Audrey, for all the good moments, advices and little fights all of this time.
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Hopefully this script will give positive contribution to the educational development and also for those who wants to carry out further research. The research is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to compose better script in the future.

Bandar Lampung, October 2016

Fadilah sukma dewi



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## **I. INTRODUCTION**

This chapter discusses about the background of the study, research question, objectives, pedagogical significant, scope and the definition of terms.

### **1.1. Background of the Study**

Speaking is a part of English proficiency that must be mastered by the student who learns English in order to communicate with other English speaker. Chaney (1998:31) as cite in Hasanah (2007) states that “Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in variety of context.”

Before conducted the research, researcher did the pre observasion in school. It can be inferred that speaking skill is crucial because in school student usually do the task in a written form and then the teacher check it, the student barely use English language to communicate orally with their peers or even the teacher. However, this kind of teaching learning process does not influence the students’ speaking skill at all. In the other hand, English language is being learned in order to communicate orally in daily live as an important skill for the student and need to be mastered so they will be ready to compete and get international relation. Puji (2014) on her research also found that teaching learning process at school does not influene students speaking ability. Instead, students do their task in written form. This was the reason why the researcher intends to take speaking proficiency as the variable in this research. As a matter of fact, learning to speak in the foreign language is often considered as the most difficult aspect of language learning for

the teacher to help the student. As a subject, English is different from other subjects. It functions as a means of communication. It shows that learning English does not only learn about vocabulary, grammatical pattern and rhetorical structure, but also learning about the use of it in the daily activity. There are four language skills in teaching and learning English that should be mastered. Those are speaking, listening, reading and writing skills. Speaking skill is crucial in learning English, because the success of learning English is measured by the ability of carry out a conversation.

Speaking is the bridge of English language teacher should realize how important speaking is in the teaching plan. Haris (1969:81) states that speaking is one of the language skills that should be taught by English teacher because it is stated in curriculum and also speaking is one of the components of English learning. However, among the four macro skills, listening, speaking, reading and writing, speaking skill considered difficult among the language skill because it is affected by many factors. Those factors are the defects which may be caused by the micro skills which are pronunciation, grammar, vocabulary, comprehension and fluency. Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Moreover, the form and the meaning of speaking depend on the context in which the conversation occurs including the participant themselves and the purpose for speaking. Because speaking is two way communications in which the comprehension of both speaker and receiver are what makes the speaking process valuable.

Finding good media for teaching is important especially in teaching speaking. According to Gerlach and Ely (1971) cited in Mukaromah (2011:3) says that "Media in general human, material, or event that build the condition of students so

that they able to get knowledge, skill, or attitude. In this case teacher, textbook, and school environment also media". Media will offer different situation which increase students' interest in learning process. Media can be used by both teachers and students. It gives more detail information and focuses students on the material and skill that is being taught. The use of media also allows students to be involved in teaching and learning process. It gives teachers and students' opportunity to do activity together then, teacher need to know the appropriate media for the students.

Media for teaching can be in a form of video, video is a short movie which tells us several ideas. It can be news, direction, or short movie. Video is very interesting because video contains of audio and visual aspect. Audience can see and hear everything that appears on the video. Teacher can use video as one of media to teach the students especially in speaking because the students can see and hear what is on the video, try to understand and imitate how they speak. Video clip can effectively communicate complex information to students and if it is used creatively, can become powerful expressive tool. Using video clip in teaching speaking is actually meant to help students in achieving and expressing their ideas easily.

There were the reasons why this research takes this topic that could be formulated as follows:

1. Speaking is one of complex skills that have to be mastered to communicate.
2. Video clip is very interesting because it can reduce boredom in learning English language especially speaking.

From those reasons, this research tried to experiment about Improving Students' Speaking Ability through Video Clip.

## **1.2. Research Questions**

In this research, the researcher took the research question that would be explained in the following:

1. Is there any significant improvement of students' speaking skill after being taught by using video clip?
2. Which aspect of micro skills on speaking is improved the most?

## **1.3. Objectives of the Research**

In this research, the objective of study was to find out whether there is a significant improvement students' speaking skill after being taught using video clip.

## **1.4. Pedagogical Significance**

By doing the study, it is hoped that:

- a. For the researcher

It hopes that the result of the investigation will be useful and to improve the knowledge about teaching speaking using video and hope there are many people who also interest in using unique media for teaching.

- b. For the teacher

It is expected that the result of research can improve the way how they teach and inspire other teacher.

- c. For the students

It hopes that the students will enjoy following the English class and interest to English as their foreign language. They will be easy to

understand the lesson and memorable, so that, it can improve their understanding and ability in speaking.

### **1.5. Scope of Research**

The researcher chose MAN 1 Bandar Lampung at the second grade as the sample for this research. They would be taught about speaking while their speaking ability is still low. The research was focused on students' speaking ability and their improvement they achieve after being taught through video clip as the media.

### **1.6. Definition of Terms**

There are some definitions of conceptual word presented in order to have similar perception.

#### **1. Speaking**

Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions involving 1) Vocabulary 2) Grammar 3) Fluency 4) Pronunciation 5) Comprehension (Gert and Hans 2008: 207).

#### **2. Microskills**

Microskills in speaking is refers to the producing of differences among English phonemes and allophonic variants, chunks of language of different lengths and using an adequate number of lexical units.

#### **3. Video clip**

Video clip is a media to share thought and story the content of video is audio and visual that interesting and easily catch the attention of people.

#### 4. Teaching speaking

Teaching speaking the process of learning where delivers the materials by using verbal. It is focused on students speaking ability in carry out a conversaton as the goal.

## **II. LITERATURE REVIEW**

In this chapter discussed about the concept of speaking, concept of video, types of media in English teaching, procedure of teaching and teaching speaking using video clip.

### **2.1. Concept of Speaking Skills**

Speaking is so much a part of daily life that we take it for granted. We can communicate with other people using sign or writing, but speaking makes the communication easier. Nunan (1995) as cited by Mukaromah (2011:6) states “To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.” Speaking is a productive skill consisting of verbal utterance production which derives attention both in first and second language, the purpose is to share id ea or meaning.

According to McDonough and Shaw (2003:134) states, “This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship.” Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Richard (1994:1) stated, “Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives us to attempt

to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech". Speaking is a part of integral from overall of person of personality, expressing the speaker environment, strata of social and their additional background. Speaking is the ability to speak to express articulator sound or words to expressing also submit minds, ideals and feeling.

Basically, speaking has two common intention, they are;

1. Informative speaking

Informative speaking seeks to inform. It is goal that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding.

Three types of informative speaking are:

*a. Description speeches:* describes objects or events. When someone intends to deliver thought or desire to other people the first step of their speaking are called description speeches which describe the objects or event the speaker wanted to explain. For example asking about event:

A) *Hey, do you know that there is a party?*

B) *No, i do not know if there's a party. Would you like to tell me about it?*

From the example above it can be seen that the paragraph tend to inform someone that there is one event.

*b. Exploration speeches:* clarifies ideas. After describing the idea, object or event speaker usually go on to the deeper explanation in which clarify the idea. For example describing the event:

A) *Everyone is invited to the party.*

B) *It sounds fun. I think i will go to the party with you.*

The example above explained about the following event in other words it can be seen that the person tried to give deeper information about the event.

*c. Demonstration speeches:* illustrated a process. The last is the speaker might finish the conversation or explain the process of the idea, object or event. For example:

A) *That is Juan's 23 birthday party. He celebrate his birthday and everyone are invited. If you want to go, feel free to bring your friends.*

B) *I will definitely go with you to his party.*

The paragraph above is the conclusion and give clear information about one event.

Therefore, if *Description Speeches, Exploration Speeches and Demonstration Speeches* are put in one complete sentence it will be: *Hey, do you know that there is a party? Everyone are invited to the party. That is Juan's 23 birthday party. He celebrate his birthday and everyone are invited. If you want to go, feel free to bring your friends.*

This also means that speaking is used to convey ideas, minds, to inform or deliver anything to the listener so the listener understand and get the idea of the conversation.

## 2. Actuating Speaking

Actuation speaking seeks to get people to act, and to perform in some way. In this way, actuation speaking can be considered to be the ultimate in persuasive speaking. Actuating speaking is used to persuade the listener in order to follow speaker's ideas or mind. For example: First person "*hey, can you close the door, please?*" and then, the second person closes the door. "*Alright, I will close the door*"

In actual speaking, every paragraph or sentence that someone said is followed by an action. From the example above it can be seen that someone directly act when another speaker said something.

## 2.2. Aspects of speaking

There are some aspects that have to be dealt with in speaking (Harris, 1974:75). It is explained as follows;

### 1. Pronunciation

Pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. Harmer (2001:28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. (Thornbury, 2005:128-129). Here is the example of pronunciation, we hear (**skiz-uh** m) as well as the older (**siz-uh** m) for schism, and (**kom-per-uh-buhl**) for comparable. "This is a history lesson." (2) **a rising intonation**, signals a question or continuation. For example: "Are they going?", this may indicate that I do a question to them (3) **a fall-rise** tone signals. For example: "Good morning. How are you?" (4) **a rise-fall** I usually used to signal strong feelings of surprise, approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest. For example: "The English lesson is difficult to learn"

## 2. Grammar

According to Brown (2001:362) Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following categories:

- a. Where the communication takes place
- b. What communication takes place before and after a sentence in question?
- c. Implied versus Literal Meaning
- d. Styles and Registers
- e. The alternative forms among which a produce can choose.

There are some differences between written grammar and spoken grammar. In written grammar, sentence is the basic unit of construction, the clauses are often embedded (subordination). The next is sentences are begins with subject + verb + object construction it is include reported speech favoured, precision favoured, little ellipsis and also in written grammar there is no question tags and the last is ofcourse there is no performance effects. And the other hand, in spoken grammar clause is the basic unit of construction clauses are usually added (co-ordination). The sentences are usually begins with head + body + tail construction. In spoken grammar direct speech favoured vagueness tolerated because the fluency is matter in here also a lot of ellipsis and many question tags occurred. Spoken grammar has performance effects which are hesitations, repeats, false stats, incomplection, syntactic blends. We can see the differences in following table

### 2.1. Table Of Grammar Aspect

Written Grammar	Spoken Grammar
<ul style="list-style-type: none"> <li>• Sentence is the basic unit of construction</li> <li>• Clauses are often embedded (subordination)</li> <li>• Subject + Verb + Object Construction</li> <li>• Reported speech favored</li> <li>• Precision favored</li> <li>• Little ellipsis</li> <li>• No question tags</li> <li>• No performance effects</li> </ul>	<ul style="list-style-type: none"> <li>• Clause is the basic unit of construction</li> <li>• Clauses are usually added (co-ordination)</li> <li>• Head + Body + Tail Construction</li> <li>• Direct speech favored</li> <li>• Vagueness tolerated</li> <li>• A lot of ellipsis</li> <li>• Many question tags</li> <li>• Performance effects, including               <ul style="list-style-type: none"> <li>- Hesitations</li> <li>- Repeats</li> <li>- False starts</li> <li>- Incompletion</li> <li>- Syntactic blends</li> </ul> </li> </ul>

### 3. Vocabulary

Thornbury (2005:22) suggests three usual things used by speakers in what they are being said: When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said. For example, when they want to show something they will use their finger to show the thing. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity. For example, in

argumentative text the speakers will tell what they support or not and they show it with their expression.

A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context. Theoretically, vocabulary refers to parts of speech in speaking, there are basically three kinds of vocabulary. 1) simple words 2) compound words 3) idioms. This study only focuses on simple words consist of 1) noun 2) verbs 3) adjective 4) adverbs.

1. Naturally, noun has some types: (1) countable nouns are nouns that can be counted, such as: *table, pencil, book, car*. For example: *There are two pencils on the table*. (2) uncountable noun are nouns that cannot be counted, such as: *milk, air, furniture, freedom, rice*. For example: *How much rice did you eat?* (3) proper nouns are used to name a specific person, place or thing, for example: *Nebraska, Steve, Harvard, or White House*. For example: *Manuela schools in harvard*. (4) common nouns are used as part of a proper name or are placed at the beginning of a sentence, for example: *university, state*. For example: *The white building is my University* (5) compound nouns contains two or more words which join together to make a single noun, for example: *softball, post office, toothpaste*. For example: *I play softball* (6) collective noun is a word that refers to a group, such as: *gaggle, herds, bevy, colony*. For example: *Arias attacked by a colony of bee* (7) concrete nouns are words used for actual things you can touch, see, taste, feel, and hear – things you interact with every day, such as: *steak, table, dog, Maria, salt, wool*. For example: *My mother made a onesie made of wool* (8) abstract nouns are those referring to ideas, concepts, emotions, and other “things” you can’t physically interact with, such as: *freedom, love, power, redemption*. For example: *Caroline loves her dog so much* (9) pronouns are types of nouns that take the place of

nouns when referring to people, places or things, such as: *I, you, he, she, it, and they*. For example: *i wish i had an awesome holiday like you*.

2. There are basically two types of verbs: (1) regular verb, a verb which past participle and past tense are attained by adding –d or –ed or –t for some. For example “accept”: I *accepted* the offer and (2) irregular verbs, do not usually follow the rules for common verb forms. They usually do not have the predictable –ed ending. For example “go” in past tense form becomes “went”, e.g., we *went* home early. For example: *I went to her home last night*.

3. Types of adjectives: (1) articles: *a, an, the* (2) possessive adjectives: *my, your, his, her, its, our, their* (3) demonstrative adjectives: *these, those, this, that* (4) interrogative adjectives: *which, what, and whose* (5) indefinite adjectives: *any, many, no, several, and few*. For example: *may i borrow your umbrella please*.

4. The last, adverb has some types: (1) adverbs of time: *afterwards, already, always, immediately, last month, now, soon, then, and yesterday* (2) adverbs of manner: *badly, happily, sadly, slowly, quickly, and others that include well, hard, fast* (3) adverbs of place: *above, below, here, outside, over there, there, under, upstairs* (4) adverbs of degree: *almost, much, nearly, quite, really, so, too, very* (5) adverbs of frequency: *again, almost, always, ever, frequently, generally, hardly ever, nearly, etc*. For example: *At the end i just want to life happily*.

#### 4. Comprehension

According to Heaton (1991) comprehension is the ability of understanding the speakers’ intention and general meaning. It means that comprehensibility focuses on the students’ understanding of the

conversation. It is also included the understanding of what the speakers wants to deliver.

For example:

Student A: *Hello, do you know where Juan's home is?*

Student B: *Yes I know, it is in 22 Avenue.*

It can be seen on example above that the two students can understand each other by the ability of students A asking the question and student B answer it correctly. It means that they have a common comprehension.

### 5. Fluency

Fluency is the ease and speed of the flow of the speech (Haris, 1987:81).

Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking. For example, when people speak they usually say *eee... em...* to fill the vagueness during they speaks and also some people repeated several words. It is what fluency deal with.

### **2.3. Aspect Of Micro Skills**

Microskills on speaking produce differences among English phonemes and allophonic variants in other word it is a vocabulary. It is also Produce chunks of language of different lengths, English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours in pronunciation. In speaking microskill students learn how to reduced forms of words and phrases. Use an adequate number of lexical units (words) to accomplish pragmatic purposes or people used to called it grammar. Produce fluent speech at different rates of delivery or fluency. Monitor one's own oral

production and use various strategic devices pauses, fillers, self-corrections, backtracking in the other words comprehension.

to enhance the clarity of the message. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents. Express a particular meaning in different grammatical forms. Use cohesive devices in spoken discourse. In this study, researcher focused on the microskills which are, Pronunciation, vocabulary, grammar, comprehension and fluency.

#### **2.4. Aspect Of Macroskills**

Microskills is appropriately accomplish by communicative functions according to situations, participants, and goals. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language

Develop and use a battery of speaking strategies, such as emphasising 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.

## 2.5. Teaching Speaking

Teaching and learning process of English in Senior High School based on KTSP 2006. English subject has some purposes:

- a. Improving the communication capability in the form of spoken and written to gain informational literacy level. Student of senior high school has been learned about English language in their junior high school that is why, learning English in senior high school will improved their communication capability in speaking and written form
- b. Have the awareness about the essence and important English to improve nation competition in the global society. Learning English language is not only about knowing how to write and read but also how to speak so that, students are can compete in global era.
- c. Developing the understanding in relation between language and culture to gain the information of culture. Learning English is learning a culture which means that students are able to speak English correctly and suits the culture.

It can be seen from the point above that students are able to communicate oral and written language which is implemented in the daily life context. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication. A teacher of English subject has to make speaking class that gives more chance for students to communicate. Teacher able to link the lesson with students' daily problems and give materials relate on how to solve the problems. It is also good if students can learn moral values from the lesson that will be used in their daily life. The important thing for the teacher is to give the students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

## **2.6. Activities in Teaching Speaking using Role Play**

In this study, there are some activities used in teaching speaking. As a teacher of English subject, we are demanded to make the students study actively. Harmer (2001:271) explained that there are several activities that can be used in English teaching. In this case, researcher using Role Play as the methodology for the teaching and learning process. According to Ladousse (1987) “role play means that students take a part of one play that forced them to become a character under certain circumstances”. Role-play allow the students to simulate the real life encounter and taking on the role of a character different from themselves. For example, students play a simple drama about Peter Pan in front of the class.

During the role play, students will increase their ability to communicate and interact to people in fun way. Role play will also boost their self-esteem and students will be more confident to speak in front of many people.

Budden (2006) states that “ role play is any speaking activity when you either put your self in somebody’s shoes or you stay in your shoes but put yourself into an imaginary situation” it can be inferred that using role play will bring the students beyond their class room, stimulate their creativity and of course increase their speaking skills.

Among many of the techniques for teaching English, this study choose role play as the activity of teaching but it was modified with video as the media because in role play, students’ should act as a character that will be taken from the video as the media of learning. It is forced student to speak and practice their capability of speaking in front of the class and practice with their peers.

## **2.7. Types of Media in Language Teaching**

Arsyad (1996:4) stated that, “Media is the accessories that can send and transmits learning messages.” In teaching learning process, media is needed. Media, not

only it can send learning messages but also sometimes entertain students. Example, occasionally, teacher gives the students songs or shows them one of video clips in their lesson, students will be comfortable and enjoyable. Media in language teaching based on technology development are divided into two categories;

a. Traditional Media

Traditional media is a media that can be used to transmit a message from the sender to the receiver traditionally. There are eight traditional media choice; Silent visual that was projected for examples: slides, filmstrips. Visual that was not projected for examples: poster, picture, and diagram. Audio for examples: cassette, reel, cartridge. Multimedia presentation for examples: slide plus sound (tape), multi-image. Visual dynamic that was projected for examples: movie, television, and video. Published media for examples: text book, workbook, and hand-out. Games for examples: simulation, puzzle. Traditional media usually used in the elementary school, junior high school and senior high school.

1) ICT (Internet Communication Technology) Media is the opposite of traditional media. There are two kinds of ICT (Internet Communication Technology). They are: telecommunication media for examples: teleconference the second is microprocessor media for examples: computer-assisted instruction, computer games, compact (video) disc. Researcher realized that if traditional media is used in the elementary school, junior high school and senior high school, technology media usually used in university.

After all the media that already mentions researcher use internet communication technology for this research in this case is video clip.

## 2.8. Video Clip in Language Learning

### a. General Concept of Video Clip

Some people have been familiar with video clip. It is easy to find video clip. Today, we not can only find video clip in music or events but also we can find some learning of video clip which is provided in teaching learning. Arif BW (2009:2) in his book has opinion about the meaning of video clip, he states, "Video clip is originated from two words. They are video means asset which has a function as pictures receiver (image receiver) and voice, it is mean that video is clustering of inactive pictures which is looked and read in a time sequence by specific speed. It makes a video which is known by moving pictures."

The second is clip which has a meaning piece. Video explains an object which is budged together with the nature voice or appropriate voice. Video capability explains the real picture and voice which can give attractive power. Today, used of video clip in have some aims, Azhar (1996:48) states that "Generally, it is used to entertainment, documentation, and education. Video can provide information, process, and teach some skills, etc." From the explanation above, the writer conclude that video clip is short piece of video or combining of piece pictures and voices usually part of longer pieces. It can form music, event, or movie.

Video clip is one of the audio visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Video clip as aids are clearly in dispensable for language teacher since they can be used in so many ways.

b. Video Clip as Media in Teaching Speaking

As a teacher of English subject, it is necessary to produce enjoyable impression in teaching learning process. If they can create this situation, students will have a good spirit and enjoyment in teaching learning process. They can get successful in understanding the materials. Jeremy (2001) states, "One of the greatest enemies of successful teaching is students' boredom. Students frequently know what is going to happen in class and they know this because it will be the same as what happen in the last class and whole setting of classes before." Teacher should be creative and try some alternative ways. There are so many techniques to make students interested in studying and practicing, especially in speaking class. One of the aims of speaking is to give the students the opportunity to express their own idea facile using the language pattern they have learned. In order to make it easier, the teacher should help them.

One of the ways to teach speaking is by using video clip. Video clip is able to communicate toward students about complex information effectively and become a powerful expressive tool. There an endless number of ways to exploit video clip in order to create motivation, memorable and inclusive learning experience. Using video clip in teaching speaking is actually meant to help students in achieving and expressing their idea easily, because video clip gives description about something case. It can help students to build their idea in speaking. Without any media, when the teacher asks students to speak, they will get difficulty in speaking. By using video clip as a technical tool, it can help engage students especially to improve students' ability in speaking, especially in teaching speaking.

Using video clip as media in teaching learning process has advantages and disadvantages.

## **2.9. Previous Study**

Before conduct this research, there were some previous studies that show the result of teaching speaking through video clip. Puji (2014:5) on her research conclude that there were a lot of media that could be used as the media of teaching and learning process especially in speaking, one of them is video. Video made an interesting learning process but not only that it also increase student motivation to mastered speaking skills. Video also could be found easily and it closes to the students' life. She also states "The first conclusion was that the video clips can be used to improve the students speaking skills.

The improvement could be seen through some points. The first point was the students' ability in improving the pronunciation of their speaking result. The second point was the students' improvement can be clearly seen from the mean score of the pre-test, post-test 1 and post-test 2. In the pre-test, the students' mean score was 48.75, in the post-test 1 the mean value was 72.03, while in the post-test 2 the mean value was 86.87. In general, video clips were given from the teacher, helped the students to improve their speaking ability especially in pronunciation, grammar, the expressions, vocabulary, and comprehension."

Mukaromah (2011:62) states that, after conducting the research, the researcher concluded that the use of video clip as media in the teaching speaking hortatory exposition text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 3.481 was higher than t-table 1.99. It meant that  $H_a$  was accepted and  $H_o$  was rejected. Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class social 3 as a experimental class that were taught using video clip and students in class

social 4 who were taught hortatory exposition text without vide clip. The average score of experimental class was 75.05 and the average score of control class was 69.47. It meant that the experimental class was better than the control class..

According to this researcher admits that the teaching learning process in senior high school need more technique and methods in order to achieve the situational target toward the learning process.

### **2.10. Advantages Using Video Clip**

When using video clip, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language. Video clip uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speaks to waiters. Video clip is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country. When students use video camera themselves they are given potential to create something memorable and enjoyable. In addition students will be enjoyable in learning activity. Video clip can help them to achieve in understanding the material.

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.

### **2.11. Disadvantages Using Video Clip**

There are some disadvantages of using video clip for teaching speaking firstly, Teacher has to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before. Secondly, Teacher has to be sure that students can see and hear the video clip. If all students cannot watch and hear clearly, they will get difficult to catch information on video clip. The next is some students become frustrated when teacher constantly stop and start the video clip, only showing little bits at a time. The last, some people think that more than one, two, or three minutes of video clip sends students to sleep. It can be happen when theme of video clip is unfamiliar with them. They will get difficult to express their opinion based on video clip. As a teacher, teacher has to choose the best video clip which is related with materials. Video clip has to have a good moral value in order to persuade and motivate students in doing positive something.

### **2.12. Procedure of Teaching Speaking Using Video Clips**

There were procedures that the researcher conducted in teaching speaking through video clip that using impersonate as the concept of the procedure that will be explain as follows.

#### *Pre-activity*

1. Teacher starts the class and talks about general thing

Teacher: *Good morning students!*

Students: *Good morning miss!*

Teacher: *How are you today?*

Students: *I'm fine miss and how about you?*

Teacher: *I'm fine too thank you.*

2. Give some questions to the students about the material that will be learned.

Teacher: *Have you ever watch a video before?*

Students: *Yes we have miss!*

Teacher: *What kind of the video that you watched?*

Students: *It was about a video clip from a song miss.*

Teacher: *How do you like it?*

Students: *I like it because it has a story*

Teacher: *Alright, how about if we now watch a video today, and you will  
retell the story?*

Students: *Alright, miss!*

*Whilst activity*

1. Teacher asks the students to watch a video about tiger and mouse deer

2. Teacher and the students discuss about the video

Teacher: *Alright, after you watch the video can you tell me how many  
characters are there?*

Students: *There are two character miss*

Teacher: *Who are they?*

Students: *They are Tiger and the mouse deer miss*

Teacher: *How is the character of mouse deer?*

Student: *Mouse deer is kind and clever*

Teacher: *How is the character of the tiger?*

Students: *Tiger is a cruel and bad animal*

3. Teacher divides students into some groups consist of two students.

One student becomes the tiger and one other becomes the mouse deer.

Students take a piece of paper that contain of the name of the character  
randomly

4. Teacher asks the students to pay more attention to the character that  
they get.

Teacher: *Alright students, let us watch the video one more time*

Students: *It is ine miss.*

Teacher: *I want you to pay attention to the character that you get and write down in your note about which scene you want to perform.*

Students: *Alright miss!*

Teacher: *Do you understand?*

Students: *Yes, we have understood!*

Teacher: *Do you have any questions?*

Students: *No, we do not have any question at all!*

5. Teacher plays the video clip one more time

6. Teacher asks the students to practice with their group about the character and the story.

Teacher: *After watching the video, I want you to practice with your peers about the video and the role play you'd like to perform*

Students: *Alright miss, how long do we have time to practice?*

Teacher: *You have 10 minutes to practice and I will call you in front of the class.*

7. Students can act from one scene in the video that they prefer.

8. All groups of the students have to come in front of the class to impersonate the video.

Teacher: *Group 1 are you ready to come in front of the class?*

Students: *Yes we are ready miss!*

9. Students should pay attention to the other group.

#### *Post activity*

1. Teacher evaluates the students' performance

Teacher: *Alright students, how do you feel about the performance?*

Students: *We are happy miss!*

Students: *It was exciting!*

Students: *We are nervous miss!*

Teacher: *I think you are doing a good job, it just you should focus on your speech and you should practice again and again until you can speak some words correctly.*

2. Teacher gives student homework to watch another video at home.

Teacher: *For the next meeting, I want you, all of you to watch this video. I will give it to your friend and he will distribute it to all of you.*

Students: *Alright miss!*

3. Teacher closes the class.

Teacher: *Alright class, I think it is enough for today. Do not forget to do your homework and see you next meeting!*

Students: *See you miss!!! Thank you.*

### **2.13. Theoretical Assumption**

Theoretical assumption of this study is the improvement and the lack of the student studying English through video clip. The ability of the student to understand the video as media of study is the main case. The student who learns speaking using video clip will be improved better than those students who does not learn English trough video clip. It can also create a fun and enjoyable teaching learning process.

### **2.14. Hypothesis**

According to the theoretical assumption above, the writer would like to propose the hypothesis as follows:

H<sub>1</sub>: There is significant improvement of the student speaking skill after being by taught by using video clip.

$H_0$ : There is no significant improvement of student skill after being by taught by using video clip.

### **III. METHODOLOGY**

This chapter discussed about the design, variable, population, sample, instrument, reliability, validity and how to do data analysis for the research.

#### **3.1. Design**

Research design has an important role in a research because the quality of research depends on the design. In this research, the researcher used the form of quantitative approach to analyze the data. According to Wallace (1997:38) as cited by Mauludi (2011:25) states, "Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective". The research design can be represented as follows:

T1 X T2

Where:

T1 : Pretest

X : Treatment (using video clip)

T2 : Posttest

Setiyadi, (2006:93)

#### **3.2. Population and Sample**

In this research, researcher took students of MAN 1 Bandar Lampung as the population. There were 4 classes in the science class 1 language class and 3 classes in the social class. The researcher used one class from the population as the sample which is Social class 1 there was 29 students in that class.

### 3.3. Instrument of the Research

#### 3.3.1. Pre-test

The researcher conducted pre-test before treatment. It was aimed to find out the students' speaking skill before being given the treatment by using video clip. Teacher gave the students a story to retell and they have to record it with their phone. Teacher scored the students' pre-test. The aspects of speaking which scored were pronunciation, grammar, vocabulary, fluency, and comprehension.

#### 3.3.2. Treatment

This was the treatment that the teacher conducted after pre-test to teach the students using video clip.

##### *Pre-activity*

1. Teacher starts the class and talks about general thing

Teacher: *Good morning students!*

Students: *Good morning miss!*

Teacher: *How are you today?*

Students: *I'm fine miss and how about you?*

Teacher: *I'm fine too thank you.*

2. Give some questions to the students about the material that will be learned.

Teacher: *Have you ever watch a video before?*

Students: *Yes we have miss!*

Teacher: *What kind of the video that you watched?*

Students: *It was about a video clip from a song miss.*

Teacher: *How do you like it?*

Students: *I like it because it has a story*

Teacher: *Alright, how about if we now watch a video today, and you will retell the story?*

Students: *Alright, miss!*

*Whilst activity*

1. Teacher asks the students to watch a video about tiger and mouse deer

2. Teacher and the students discuss about the video

Teacher: *Alright, after you watch the video can you tell me how many characters are there?*

Students: *There are two character miss*

Teacher: *Who are they?*

Students: *They are Tiger and the mouse deer miss*

Teacher: *How is the character of mouse deer?*

Student: *Mouse deer is kind and clever*

Teacher: *How is the character of the tiger?*

Students: *Tiger is a cruel and bad animal*

3. Teacher divides students into some groups consist of two students.

One student becomes the tiger and one other becomes the mouse deer.

Students take a piece of paper that contain of the name of the character randomly

4. Teacher asks the students to pay more attention to the character that they get.

Teacher: *Alright students, let us watch the video one more time*

Students: *It is ine miss.*

Teacher: *I want you to pay attention to the character that you get and write down in your note about which scene you want to perform.*

Students: *Alright miss!*

Teacher: *Do you understand?*

Students: *Yes, we have understood!*

Teacher: *Do you have any questions?*

Students: *No, we do not have any question at all!*

5. Teacher plays the video clip one more time
6. Teacher asks the students to practice with their group about the character and the story.

Teacher: *After watching the video, I want you to practice with your peers about the video and the role play you'd like to perform*

Students: *Alright miss, how long do we have time to practice?*

Teacher: *You have 10 minutes to practice and I will call you in front of the class.*

7. Students can act from one scene in the video that they prefer.
8. All groups of the students have to come in front of the class to impersonate the video.

Teacher: *Group 1 are you ready to come in front of the class?*

Students: *Yes we are ready miss!*

9. Students should pay attention to the other group.

#### *Post activity*

1. Teacher evaluates the students' performance

Teacher: *Alright students, how do you feel about the performance?*

Students: *We are happy miss!*

Students: *It was exciting!*

Students: *We are nervous miss!*

Teacher: *I think you are doing a good job, it just you should focus on your speech and you should practice again and again until you can speak some words correctly.*

2. Teacher gives student homework to watch another video at home.

Teacher: *For the next meeting, I want you, all of you to watch this video. I will give it to your friend and he will distribute it to all of you.*

Students: *Alright miss!*

3. Teacher closes the class.

Teacher: *Alright class, I think it is enough for today. Do not forget to do your homework and see you next meeting!*

Students: *See you miss!!! Thank you.*

### **3.3.3. Post-test**

The researcher administered post-test after the treatment. It was aimed to find out the significant difference of the students' speaking skill after they are taught by using Video clip in their speaking class. The post test conducted with the teacher by giving them a story in piece of paper and then asks them to retell the story they have just read. The aspects of speaking which scored were pronunciation, grammar, vocabulary, fluency, and comprehension. The process of post-test is similar to the pre-test. During administering the test, researcher recorded the activity by using recorder in students' smart phone.

### **3.3.4. Recording**

The researcher recorded students' speaking skill during pre-test and post-test by using phone-recorder as recording tool.

### **3.3.5. Transcribing**

Researcher transcribed students' speaking performance from recording that had been conducted.

## **3.4. Validity**

According to Hatch and Farhady (1982:250) Validity is an extent to which an instrument really measures the objective to be measured and suitable with the criteria. In this research the researchers use two kinds of validity, they are; content validity and construct validity. Hatch and Farhady, (1982:250) states

“Content validity is intended to see whether the test is good reflection of what have been taught. Construct validity focuses on the kind of the test that is used to measure the ability.” In this research, researcher conducted a speaking test and the technique scoring students’ speaking based on five aspects; pronunciation, grammar, fluency, vocabulary and comprehension.

### 3.5. Reliability

Harris (1974:14) cite by Kholid (2014:30) stated that “Reliability of the test is consistency which a test yields the same result in measuring whatever it does measure. So, a test cannot measure anything well unless it measures consistently.” Reliability of the speaking test is examined by Pearson Product Moment because in this case there were rater 1 and rater 2 who’s judged the student pre test and post test.

The statistical formula is:

$$R = \frac{n \sum XY - (\sum x) (\sum y)}{\sqrt{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum y)^2]}}$$

X = rater 1

Y = rater 2

R = Reliability

N = Number of the students

After finding the coefficient between raters, researcher then analyzed the criteria. There are five criteria according to Hatch and Farhady (1982:247).

They are:

- |                           |                          |
|---------------------------|--------------------------|
| a. A very low reliability | ranges from 0.00 to 0.19 |
| b. A low reliability      | ranges from 0.20 to 0.39 |
| c. An average reliability | ranges from 0.40 to 0.59 |
| d. A high reliability     | ranges from 0.60 to 0.79 |

- e. A very high reliability ranges from 0.80 to 1.00

### 3.6. Scoring Technique

The scoring technique was taken from the oral English Rating sheet proposed by Harris (1974:84). In giving scores to the students, the researcher used analytic scale which categorized by some categories and the researcher followed these scoring criteria for each category. This analytic score has five items and each item scores five. So, the maximum score was 20. But it will be multiplied with 5, so the final maximum score will be 100.

Analytic scoring of speaking could be seen on the following figures:

### Aspects Score Description

#### 3.1. Table of Scoring Aspect

Aspects	Score	Qualifications
Pronunciation	5	If speech is fluent and effortless as that of native speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to report.
	1	Shows that pronunciation problem so serve as to make conversation unintelligible.

Aspects	Score	Qualifications
---------	-------	----------------

Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Refers to that speed and fluency are rather strongly affected by language problem.
	2	Means that a student usually doubt and often forces into silence by language problem.
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.

Aspects	Score	Qualifications
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.
	4	Indicates that sometimes a student uses inappropriate terms and or rephrase ides because inadequate vocabulary.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that misutilizing of word and very limited vocabulary make conversation quite difficult.
	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.

Aspects	Score	Qualifications
Fluency	5	If the speech is fluent and effortless as that native speaker.
	4	Refers to speed of speech seems rather strongly affected by language problem.
	3	Make frequents errors of grammar and word order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to basic pattern.
	1	Errors in grammar and word order to severe as to make

	speech virtually unintelligible.
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Aspects	Score	Qualifications
Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition maybe necessary.
	3	Understand most of what is said at lowers that normal speed with repetition.
	2	Has great difficult following what is said.
	1	Cannot be said to understand even simple conversation in English.

The score of speaking skill based on the five elements can compare in percentage as follows:

a. Pronunciation.....	20%
b. Grammar.....	20%
c. Vocabulary.....	20%
d. Fluency.....	20%
e. Comprehension.....	20%
	_____+
Total percentage.....	100%

The score of each aspect is multiplied by four, so the total score is 100. Here is the identification of the score of the students speaking:

If a student gets 5, so  $5 \times 4 = 20$

If a student gets 4, so  $4 \times 4 = 16$

If a student gets 3, so  $3 \times 4 = 12$

If a student gets 2, so  $2 \times 4 = 8$

If a student gets 1, so  $1 \times 4 = 4$

For example: There was student who got 3 in pronunciation, 3 in grammar, 4 in vocabulary, 4 in fluency, and 2 in comprehension. So, the student's total score would be:

Pronunciation	$3 \times 4 = 12$
Grammar	$3 \times 4 = 12$
Vocabulary	$4 \times 4 = 16$
Fluency	$4 \times 4 = 16$
Comprehension	$2 \times 4 = 8$
Total	64

The student's total score would be 64. It means that the student got 64 for their speaking.

### 3.8. Procedure of Data Analysis

There were significant improvement of students' speaking skills, the researcher examined the students' score using these following steps:

1. Researcher transcribed the records of students' pre-test and post test
2. The records were listened again to find out the skill in speaking
3. Scoring the pre-test and the post test

After get the raw score, researcher analyzed the result of the test and calculated the score of the pre-test and post-test. Then, the researcher use Pearson Product Moment to calculate mean of pre-test and post-test to see whether there is a significant improvement towards the student after being taught by using video clip.

### 3.9. Hypothesis Test

The researcher analyzed the data by using Pearson Product Moment. The hypotheses were followed:

$H_0$  : There is no significant improvement of students' speaking abilities after being taught through Video clip.

$H_1$  : There is significant improvement of students' speaking abilities after being taught through Video clip

If  $P < 0,05$   $H_1$  is accepted

If  $P > 0,05$   $H_0$  is not accepted

The researcher used the level of significance 0,05 in which the hypothesis is accepted if  $\text{sign} < p$ . It means that the probability of error in the hypothesis is only 5%. From the data, it showed that  $p=0.000$ , so it can be said that the hypothesis is accepted and it significant.

## V. CONCLUSION AND SUGGESTION

This chapter deals with two major points namely conclusions and suggestions.

### 5.1 Conclusions

Based on the results of the data analysis and discussion, researcher would like to state some conclusions as follows:

1. There is significant improvement of students speaking skill after being taught by video clip. It can be seen from the post test score after researcher conducted the treatment. It can be seen from the mean of the pre-test is 48.13 and then and the mean of the post-test is 73.03. it can be concluded that the students; speaking skills is improved
2. There is difference effect of video clips in students speaking skill toward the aspect they are
  - 2.1 In the pronunciation aspect was 9.72 for the pre-test, 16.82 for the post-test. It can be concluded that the improvement of the pronunciation aspect was significant (7.4.)
  - 2.2 In the aspect of grammar score of the pre-test was 10.55 and score of post-test was 13.24. It can be concluded that the improvement of the pronunciation aspect was not significant (2.69).
  - 2.3 Next, in the aspect of vocabulary score of the pre-test was 9.31 and score of post-test was 12. It can be concluded that the improvement of the pronunciation aspect was not significant(3.24)

2.4 In the aspect of fluency score of the pre-test was 9.31 and score of post-test was 13.72 It can be concluded that the improvement of the pronunciation aspect was significant (4.41).

2.5 The last is in the aspect of comprehension score of the pre-test was 9.24 and the main score of post-test was significant (16.68)

It can be concluded that the improvement of the pronunciation aspect was 7.39. The total of pre-test was 48.13 post-test was 73.03 and the improvement was 25.4.

## **5.2 Suggestions**

Considering the finding of the research, researcher would like to recommend some suggestions as follows:

1. In this study there are several limitation that occurred. Researcher only used three videos and the time given is limited so, Teacher should give students more time to express their selves using English in front of the class and teacher should explore more videos that can be used for teaching and learning process.
2. Since the lowest improvement of this research was vocabulary. It is suggested to the teacher needs to increase this aspect of speaking. In this case teacher can guide students to do more exercises. For example, synonym, antonym, games.
3. The second lowest aspect was grammar. In this case teacher can improve student's ability by guiding them to do more exercises. For example arrange sentence, retelling story and fill in the blank.

4. For the further researcher, it is suggested that using video clip can be combined with role-play, so for further researcher to explore more the methodology should be combine with video clip and increase students speaking ability. This is because there are a lot of methodologies that can be used for teaching speaking and if it is combined with an interesting media it could create a new technique of teaching and learning process.
5. For the students, since speaking is a skill that everyone who learns English should master, the success therefore is measured by the ability to build up a conversation and the ability to inform, and get the information from other people.

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