IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH VIDEO AT THE SECOND GRADE OF SMAN 1 GADINGREJO

(A Script)

By

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ABSTRACT

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Dela Septy Arum

Theoretically, speaking is one of 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 media and techniques to attract students' passion in improving these skills.

This research was aimed at finding out whether there was statistically significant improvement of students' speaking achievement after being taught through video, aspect of speaking improves the most after being taught through video, and the students' responses in learning speaking through video. This research was quantitative research. The subjects of this research were 30 students of the second year of SMA. Speaking tests in the forms of the pre-test and the post-test were employed to collect the data. The results showed that there was statistically significant improvement of the students' speaking achievement after the implementation of video with the significant level 0.00. This indicates that video helped students improve their speaking achievement. The majority of students also showed that they gave positive response on the process of teaching speaking through video.

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Research Title : **IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH VIDEO AT THE SECOND GRADE OF SMAN 1 GADINGREJO**

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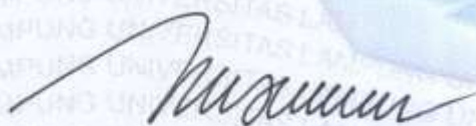Department : Language and Arts Education

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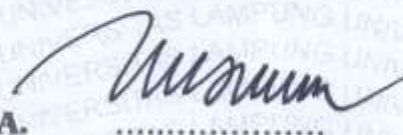
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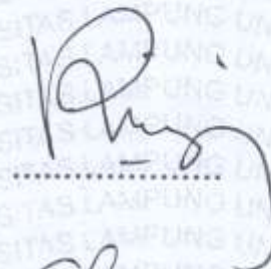NIP 19620203 198811 1 001

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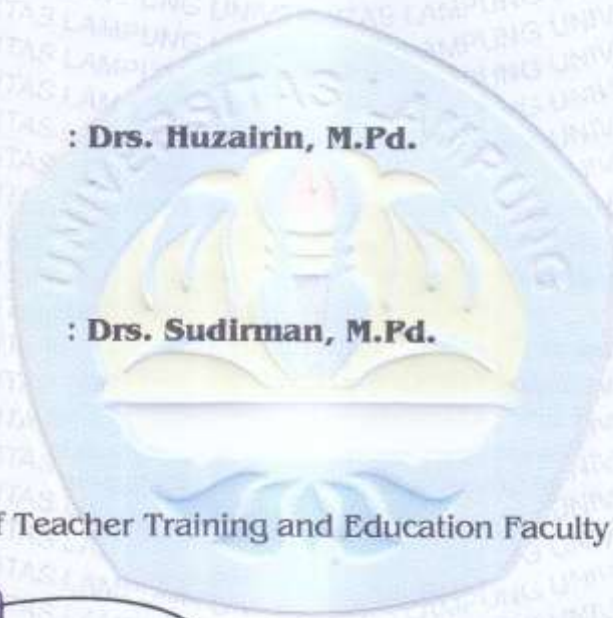1. Examination Committee

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CURRICULUM VITAE

Dela Septy Arum was born on September 08th, 1996 in Pengayuan II, the third child of three from Somadi and Partimah. She has one brother and one sister. Her brother's name is Parwoko and her sister's name is Furi Yanti.

Dela has completed her study from SDN 1 Waylima and continued to SMPN 2 Gadingrejoand graduated in 2008. Then she entered SMK KH. Ghalib Pringsewu and graduated in 2014. In the same year she was admitted as the student of English Study Program University of Lampung.

Della is highly motivated student and has joined international organization called English Society in 2014 until 2015. From July to August 2017, she carried on Teaching Practice Program (PPL) at SMAN 1 Pagar Dewa, Lampung Barat.

DEDICATION

To mother and father,

And also my husband,

Who always supports me, make me brave and encourage

me to go on every adventure,

especially this one.

MOTTO

"So verily, with the hardship, there is relief,

Verily, with the hardship, there is relief. So when you have finished (your duties),

then stand up (for worship). And to your Rabb direct (your) longing"

Al-Insyirah : 5-8

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Bismillahirrahmanirrahim,

Alhamdulillahilladzi bini'matihi tatimmusshalihat, praise to Allah *Subhanahu Wata'ala*, The Almighty And Merciful God, for his blessing and mercy the researcher with faith, health and opportunity so that the researcher is able to finish this script. Shalawat and Salam are addressed the Prophet Muhammad *Shallallahu 'alaihi wasalam* who brings us from the darkness to the brightness.

The title of this script is *Improving Students' Speaking Achievement through Video at Second Grade of SMAN 1 Gadingrejo.* This script is presented to English Education Study Program of Teacher Training and Education Faculty of Lampung University as compulsory fulfillment of the requirements for S1 degree. The researcher realizes that she cannot complete this final project without the help of others. Many people have helped the researcher during the writing this final project and it would be impossible to mention all of them. The researcher wishes, however, to give the researcher gratitude and appreciation to:

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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, July 2018

Dela Septy Arum

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I. INTRODUCTION

This chapter presents background of the research, formulations of the research, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1. Background

Language plays an important role in our life. People who use language to communicate with one another constitute a society. Kreidler (1998: 19) states, "Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand." We can use language to express thoughts or feelings. There are many languages in the world which have different pronunciation, writing and grammar. Although we have different language, it is not the reason of people to communicate and interact with each other in the world. Al Qur'an also says in Q.S Al-Hujurat : 13:

يَاۤاَيُّهَاالنَّاسُ اِنَّاخَلَقْنَاكُمْ مِّنْ ذَكَرٍوَّاُنْثٰى وَجَعَلْنَاكُمْ شُعُوْبًا وَّقَبَاۤئِلَ لِتَعَارَفُوْ اِنَّ اَكْرَمَكُمْ عِنْدَاللّٰهِ اَتْقَاكُمْ اِنَّاللّٰهَ عَلِيْمٌ خَبِيْرٌ ١٣

"O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other. Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)".

"Wahai manusia! Sungguh. Kami telah menciptakan kamu dari seorang laki-laki dan seorang perempuan, kemudian Kami jadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sungguh, yang paling mulia diantara kamu di sisi Allah ialah orang yang paling bertakwa. Sungguh, Allah Maha Mengetahui, Mahateliti."

Based on that verse, Allah has commanded everyone to know each other although they have differences in gender, tribes, and also differences in languages. One of ways to help someone to know each other is language. Language helps us to communicate each other. Klein (1990:6) states that communication is understanding and expressing information, mind, feeling also developing science and technology, and culture by using language. Beside that, language is the medium though which the child acquires the cultural, moral, religious, and other values of society.

One of languages in the world is English. As an international language, English is used in variety of business, politics, educations and other fields. And for this reason English is taught in many countries all over the world. Ramelan (1992:1)

states since the proclamation of Indonesia on the 17th of August 1945 English has been taught in this country as a first foreign language.

Today, English is taught as a subject from elementary school to university. As a subject, English is different from other subjects. It has function as a means of communication. It shows that learning English is not only learn about vocabulary, grammatical pattern and rhetorical structure but also learning about the use of it in daily activity.

There are four skills in English that should be mastered by students, i.e., listening, speaking, reading, and writing. One of language skills that must be mastered by the students in learning English is speaking. Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is one of the language skills that should be taught by English teacher because it is one of the component of English learning. It should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. In line with this, Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking is also needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

In addition, speaking is an important skill of English language in conducting communication so that the students should learn it well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. English teacher has to be a facilitator to help students in order to master all skills. Teacher must try to give good model. Then, encourage them to practice the language. English teacher can use media and other source in teaching activity. Teacher can use the media to teach or explain difficult material to understand, or to provide cheerful activity and not monotonous.

When the researcher conducted an observation at class XI IPS of SMAN 1 Pagar Dewa in the teaching practice *(PPL)*, it was found that there were some problems in the English teaching and learning process especially related to the students' speaking. Most students were difficult to get engaged in speaking activity effectively. Some of the students kept silent all the time during the teaching and learning session, and the main reason for this situation taking place was the fact that they do not want to speak English. Most of the time during classroom teaching, the teacher was the only one explaining and trying to get the students to speak. Even when they knew the answer to a simple question, they still hesitated to open their mouth, and to answer the question orally. Those problems above also happened during teaching and learning speaking in SMAN 1 Gadingrejo which the reasearcher took the school as the sample of the research.

Furthermore, the teaching learning process in there was mostly done by imitation and repetition technique by the teacher and only a textbook which was used for the learning source. It might make the students got bored and lost attention easily. Moreover, the school did not have other learning sources instead of text book to support English teaching and learning process especially. Thus, it is necessary to use various media to solve those problems and the learning objectives can be achieved. Media offers different situations which can increase students' interest of the lesson. 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 has to know the appropriate media for the students. Finding good media for teaching is important especially in teaching speaking. Mukaromah (2011:3) says, "Media is material or event that build the condition of students so that they able to get knowledge, skill, or attitude."

Alessi (2001) mentions that there are five types of media. Those types can be seen below.

1) Human-based media: teachers, instructors, and tutors

2) Print-based media: books, guidelines, workbooks, and handouts

3) Visual-based media: books, charts, graphics, maps, transparencies, and slide

4) Audiovisual-based media: videos, films, slide-tape programs, and television

5) Computer-based media: CAL (Computer Assisted Learning), interactive

videos, and hypertext.

Media for teaching can be in a form of video, video is the short movie which tells us several ideas. It can be news, direction, or short movie. Video is very interesting because it contains 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 can effectively communicate complex information to students and it can become powerful expressive tool. Using video in teaching speaking is actually meant to help students in achieving and expressing their ideas easily.

Referring to the reasons above, this research investigated the use of video in improving students' speaking achievement at the second grade of senior high school. In addition, this research was expected that using video can give better effects in improving students' achievement in speaking. Furthermore, by using video, students were expected to gain more information and explanation of many things in the story. Hopefully, this reasearch could give some contribution for language teaching.

1.2. Research Questions

Based on the background stated previously, the researcher formulated the research questions as followed :

a. Is there any significant improvement of students' speaking achievement after being taught through video at the second grade of SMAN 1 Gadingrejo?

b. Which aspect of speaking improves the most after being taught through video at the second grade of SMAN 1 Gadingrejo?

c. What are the students' responses after being taught through video at the second grade of SMAN 1 Gadingrejo?

1.3. Objectives

The objectives of this research are :

a. To find out whether teaching speaking through video improve students' speaking achievement.

b. To find out which aspect of speaking that improves most after being taught by using video.

c. To find out the students' responses after being taught through video.

1.4. Uses

After doing this research, the researcher hoped that the result of the analysis would be useful as a contribution to educational research particularly in speaking achievement of students, so they can communicate well in English.

The researcher gave the input as follows:

1. Theoretically, the significances of this research were:

    a. To be used as one of reference for the next researcher in teaching learning speaking.

    b. To be used as a medium in learning speaking.

2. Practically, the significances of this research were:

    a. As the information concerning with whether there was improvement of students' speaking achievement, students' participation in teaching learning process and the quality of the teacher's teaching achievement in the implementation of video.

    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 achievement.

1.5. Scope

This study was a quantitive research which focused on the implementation of retelling story through animation video used for education to improve students' speaking achievement. In order to support the teaching and learning, the researcher used discussion as the technique. The researcher chose SMAN 1 Gadingrejo at the second grade as the sample for this research. This research focused on narrative text (imaginative experiences) as the topic which students were asked to retell the summary of monologue of narrative text by their own words. Particularly, narrative text is related to the syllabus of the second semester

for second grade of Senior High School. The students were expected to be able to retell the story and comprehend some speaking aspects, such as: Pronouncation, Grammar, Vocabulary, Fluency, and Comprehension.

1.6. Definition of Terms

The definition of key terms as followed:

1. Speaking is oral communication which happens between at least two people, speaker and listener, that is used to deliver or express their idea, message, information or opinion.

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

3. Retelling story is a kind of speaking in which a student retells or writes the action of the story in his or her own words.

4. Narrative text is a text which has social function to amuse, to entertain and to deal with actual or vicarious experience in different ways.

5. Achievement is a result of speaking test in for of score after treatment or implementation of retelling story through video.

6. A response is a reaction to a question, experience, or some other type of stimulus.

7. Discussion is technique of learning which the students are given a chance to solve the problem together.

II. LITERATURE REVIEW

This chapter discusses the previous research, concept of speaking, aspect of spaking, types of speaking, technique of teaching speaking, types of media, general concept of video, video as media in teaching speaking, advantages and disadvantages of teaching speaking by using video, procedure of teaching speaking, theoretical assumption, and also the hypothesis.

2.1. Related Previous Researches

Related to this research, there are some previous studies that show the result of teaching speaking through video. First, Puji (2014:5) points out that there are a lot of media that can be used as the media of teaching and learning process especially in speaking, one of them is video. Video can increase student motivation to master speaking. Video can also be found easily and it closes to the students' life.

Second, Mukaromah (2011:62) states that the use of video as media in the teaching speaking hortatory exposition text is effective. It was proved by the obtained score of t-test. The test showed that t-score 3. 481 was higher than t-table 1.99. It meant that Ha was accepted and Ho was rejected. Since the t-score was higher that the ttable, there was a significance difference in the achievement between students in class social 3 as a experimental class that were taught using

video and students in class social 4 who were taught hortatory exposition text without video. The average score of experimental class was 75. 05 and the average score of control class was 69.47. It means that the experimental class is better than the control class.

Third, Pinandhita (2011) states that retelling technique by using video can improve student's motivation in a speaking class. Most of the research of using video above were improving speaking in junior high school. So, in this research, the researcher took senior high school as the sample. The researcher also chose the animation video of narrative text which was popular with students. The popular story from video could make the students easier to produce the sentences in speaking. The researcher chose narrative monologue text as the kind of text which retelling story was chosen as the kind of speaking in this research. In addition, technique of discussion wa used in order to support teaching and learning using video. Furthermore, the researcher used quantitative research to find out which aspects of speaking that improve the most after being taught through video and the researcher also wanted to know what students' response toward the using of video. The participants of this research were the second grade of students in SMAN 1 Gadingrejo.

2.2. Concept of Speaking

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. Spratt (2005: 34) states that speaking is a productive skill which involves using speech to express meaning to other people. 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. From these definitions about speaking, we can say that speaking is about communication and interaction. In short, speaking is a measurement of someone's language ability. It can be said that listener can find out or even can evaluate language ability of someone through speaking.

Therefore, we can understand that by speaking, one can communicate or express his/her ideas, emotions and feeling, so that those people may understand his/her way of thinking. As a matter of fact, speaking is one of language skills which 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;

and the last aspect is (4) *Grammar*, this basically refers to sentence structure includng tenses. According to 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.

As we know that communication is needed by the people over the world. In this case, speaking becomes the right way to express ourselves by using language as a connector. When speaker does not pronounce the words clearly, the listener will not understand what the speaker is trying to delivered, it is called miscommunication. It is clear that the process of learning English is that the student should practice it in their life as much as possible. The researcher taught that narrative text may be one of alternative of choice to make the students to speak more, and retelling story may become the choice by the students in improving their speaking skill.

Retelling are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996). Retelling is a procedure that enables a child to play large role in reconstructing stories. Retellings provide a large amount of data for writer to insight into students' comprehension process. They also provide an opportunity for the students to present his/her ideas. Searfoss and Readence (1994) state that retelling story is an appropriate assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to

do when specific questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulated their thoughts to express a true understanding of what they have read.

Based on the statement, it can be inferred that that speaking is one of four language skills: listening, speaking, reading, and writing. Speaking has many aspects such as pronunciation, vocabulary, fluency, and grammar. 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 and narrative text may be one of alternative of choice to make the students to speak more, and retelling story may become the choice by the students in improving their speaking achievement.

2.2.1. Aspects of Speaking

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

a. 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).

b. Grammar

According to Brown (2001:362) grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

c. Vocabulary

Thornbury (2005:22) suggests that there is usual thing 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.

d. 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.

e. Fluency

Fluency is the 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. Teaching Speaking

Basically, teaching English skills is important to help students master 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. 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. Furthermore, it is important for teacher to teach all the speaking aspects, which are pronouncation, vocabulary, grammar, fluency, and comprehension. It is also 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 enters 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.

2.4. Types of Media in Language Teaching

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which is appropriate to the students in the teaching and learning process. According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people.

However, the researcher chooses video especially animation video as the main media in the teaching and learning process. The use of video in the teaching and learning process can be more communicative than long explanation by the teacher. In other words, video can help the teacher in giving materials to the students. Besides, video seems interested and can motivate students to focus on the teaching and learning process. Video will be discussed in details in the following section.

2.5. General Concept of Video

Video is one of media that can be used in teaching speaking class. For more specifically, video is one of the audiovisual 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 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 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 animation video used for education which discuss about narrative story. The reason why the researcher using narrative story as the material in teaching speaking, because narrative story is the famous and simply material. The famous material can stimulate students to share their ideas; so that, the students can be brave to speak up and confident because they have the ideas.

2.6. Video 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 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. Video 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 in order to create motivation, memorable and inclusive learning experience. Using video in teaching speaking is actually meant to help students in achieving and expressing their idea easily, because video 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 as a technical tool, it can help engage students especially to improve students' achievement in speaking, especially in teaching speaking.

2.7. Advantages and Disadvantages of Teaching Speaking by Using Video

1. Advantages of Using Video

Concerning the benefits, video can make a class more interesting as it adds variety to the classroom so that more than one method is used to present language helping, also, students with different learning styles since it caters for both visual and audio input. Many visual learners feel left out in the typical

classroom setting but can benefit from the visual input of video. Auditory learners also benefit since they can listen to videos more than once.

Looking at the benefits from a cultural perspective, video can be a rich resource of cultural information for the target language. According to Fawkes (1999), "culture is an essential part of language and one of the greatest advantages which the video has naturally over a printed resource. Regarding the social benefits, Brewster et al. (2002) claim that "a class working together on a video of an animated story or a video extract is a shared social experience". Therefore, children who are actively involved in the learning process through a video film enjoy the same benefit as regards the development of their collaborative and social skills.

When using video, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often convoyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language. Video 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. Disadvantages of Using Video

There are some disadvatages of using video 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. If all students cannot watch and hear clearly, they will get difficult to catch information on video. The next is some students become frustrated when teacher constantly stop and start the video, only showing little bits at a time. The last, some people think that more than one, two, or three minutes of video sends students to sleep. It can be happen when theme of video is unfamiliar with them. They will get difficult to express their opinion based on video. As a teacher, teacher has to choose the best video which is related with materials. Video has to have a good moral value in order to persuade and motivate students in doing positive something.

2.8. Procedure of Teaching Speaking through Video

Based on English lesson plan from (http://platinum.tigaserangkai.com/.../104-contextual-english-sma.html), the procedure of teaching speaking in the class is divided into three term : Pre-activity, While-activity and Post-activity. Here are the procedures of teaching speaking through video.

Pre-activities

a. Teacher greets the students.

b. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.

c. Teacher gives a chance for students to share their ideas.

While-activities

a. Teacher informs the students what they should do.

b. Teacher asks students to watch the narrative story from the video carefully.

c. Teacher asks students to write difficult words that they get based on the video.

d. Teacher discuss the meaning of difficult words and gives example how to pronounce it which the students are asked to repeat after the teacher.

e. Teacher asks to watch the video again but the students are retold the story of the video while the teacher pauses the video in each scene of the story.

f. Teacher retells the summary of the story once again so that the students will be able to retell the story well.

g. Teacher asks students to make a group which consist of 5 students, then the teacher asks them to discuss the summary of the story in group.

h. Teacher asks the one student in every group to retell the summary of the story that has been talk by the teacher.

i. Teacher asks some students again to retell the story that the students have listened from their friend.

Post-activities

    a. Teacher gives comment and explains necessary things such as correction and how to do a monologue.

    b. Teacher gives a chance to students to ask question about the material.

    c. Teacher asks students about the lesson and the problem during the lesson.

    d. Teacher closes the class by greeting.

2.9. Theoretical Assumption

Theoretical assumption of this study is the improvement of the students studying English through video. The achievement of the student to understand the video as media of study is the main case. The student who learns speaking using video will be improved better than those students who does not learn English through video. It because video can create a fun and enjoyable teaching learning process, it also contains audio and also pictures with animation which can make students interested to learn and speak English more. The researcher took animation videos of narrative text from internet because boredom situation in learning can be avoided by interesting topic, life method or modern method in learning, and also full colour progressively makes pleasing in learning English. As conclusion from every topic of lesson, videos with Indonesian translation provided grammar, vocabulary easy to understand and pleasing without difficult structure for students. In addition, the researcher believed that by retelling story using the animation video, it could attracts students to speak a lot.

2.10. Hypothesis

According to the theoretical assumption above, the researcher would like to propose the hypothesis that there is significant improvement (H1) of students' speaking achievement after being taught by using video. The students who taught by video will get the better score.

III. METHODS

This chapter discusses about methods of the study, such as: design, population and sample, instrument, validity and realibility, data analysis, and hypothesis testing.

3.1. Design

The research dealt with improving students' speaking achievement by using video in communicating English language since it is often considered as one of difficult skills to be mastered by the students. In conducting the research, the researcher applied quantitive research design as the research methodology. Quantitive method is a method that is dealing with statistical analysis of the data in the form of scores and numbers (Creswell, 2012 : 19). This research mainly dealt with score since to find out wheather there is improvement on the students' speaking achievement or not, the researcher compared the result of the test. *One Group Pretest Posttest Design* was used in this research since this research tended to find out the improvement in speaking ability on the students by comparing the result between pre-test and post-test. The design was presented as follows:

T1 X T2

Where:

T1 : Pre-test (given before the researcher taught through video and in order to measure the students' competence before they were given the treatment)

X : Treatment (given in three times through video to improve students' speaking achievement)

T2 : Post-test (given after teaching through video and to measure how far the students' improvement after they got the treatment)

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

Note :

T1 : pre-test which was given before giving treatment to the students

X : teaching speaking by using video

T2 : post-test which was given after giving tratment to the students

3.2. Population and Sample

The population in this research was the second grade students of SMAN 1 Gadingrejo in the second semester of 2017/2018 academic year. There were eight classes of the second year students. Each class consisted of 30 students which 21 of them were female and 9 students were male. Their age was between 17 and 18 years. One class was taken as sample. Random sampling was used in this research. The researcher used lottery method to decide the sample for this research. First, he researcher write all the class with unique numbers. Second, each number was placed in bowl and mixed thoroughly. The blind-folded researcher then picked numbered tags from the bowl. Then the number picked by

the researcher was the sample for the research. Science class 4 was chosen as the sample of the research.

3.3. Instruments of the Research

This research used two kinds of instrument (test and non-test). There were speaking test, and questionnaire. The test instrument consists of (1) Instruction (2) Materias to be retold (3) Relevant videos (4) Narrative form of text. For non-test instrument, the researcher used questionnaire which consisted 20 statements that covered all of speaking aspects (pronouncation, vocabulary, fluency, grammar, and comprehension). At the beginning, the students were given the pretest to measure their initial ability in speaking. Then, the researcher gave three treatments by using the videos. After that, the students got the posttest on retelling the story. During administering the test, researcher recorded the activity by using recorder in smart phone. The researcher recorded students' speaking skill during pretest and posttest by using phone-recorder as recording tool to support the instruments. The researcher recorded the students' voice one by one. After that, the researcher transcribed students' speaking achievement from recording that had been conducted. In scoring the students' achievement, the researcher used scoring rubric. The, the data of the research were in a form of sore speaking task, the researcher gave the score start from 1 up to 20 in each aspects of speaking skills.

After that, the questionnaire would be given in order to investigate the students' response in reading comprehension of narrative text using video. The questionnaire consisted of 20 statements that related to the aspects of speaking (pronouncaton, grammar, vocabulary, fluency, and comprehension). Each item provided four options; Really not like, Not like, Like, Really like.

3.4. 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 relats to the content and the construct validity of the test.

1. Content validity

   According to Shohami (1985: 74) content validity means that the test is good reflection of what has been taught and of the knowledge that the researcher wants her students to know, Here, the researcher correlated the test with syllabus and curriculum for Senior High School. If the table represents the material that the researcher wants to test, it can be said that it has content validity.

2. Construct Validity

   It concerns with whether the test is actually in linewith the theory of what it means to know the language (Shohamy,1985:74). If the test has construct validity, it is capable of measuring the students' aachievement in speaking.

It means that the pre-test and post-testmeasurs certain aspect based on the indicator. To construct validity, the scoring system is adapts from Harris (1974: 48).

b) Reliability

In this research, in order to find reliability of the data, inter-ratter reliability is used. It means there will be two ratters to judge students' speaking achievement. The first ratter is the researcher herself and te second ratter is the English teacher of the sample. The second ratter studied in University of Lampung in 1988. She also teachs English subject in SMAN 1 Gadingrejo from 1992 until now. So, it can be said that the secnd rater has a high qualification and also has a lot of experience in teaching English. Both of the first and the second ratter discussed the speaking criteria in order to obtain reliable result of the test. Inte-ratter reliability of the tests is examined by using statistical measurement using the following formula :

$$R = \frac{1 - 6\ (\ d2\ )}{N.\ (n2 - 1)}$$

Notes :

R   = Reliability

X   = Rater 1

Y   = Rater 2

N   = Number of the students

d1   = The difference between R1 and R2

d2   = The suare of d1

1 – 6 = Constant number

(Shohamy, 1985 : 213)

The standard of reliabiity

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

(Slameto, 1998 in susan, 2001)

3.5 Specification of Video

There were five videos which were be used in this research which two videos for pretest and postest, three videos for the treatments. The topics for pretest and posttest were Indonesian folktale and for the treatments the researcher chose fairy stories. The researcher took the videos from internet which were put in flashdisk. Each video had duration for 5-10 minutes which contained pictures, sounds, and also Indonesian text translation.

3.6. Rubric of Scoring System

In evaluating the students' speaking scores, the researcher used speaking task by Harris (1975 : 84). Based on the speaking task, there are five components, namely : pronouncation, fluency, grammar, vocabulary and comprehension.

3.1 Table of Scoring Aspect

Speaking Aspects	Score	Description
Pronunciation	5	The student produces the standard English accent.
	4	The student using stress and intonation clearly enough to make the listener understand.
	3	The pronunciation of the student hard to understand because he/she cannot distinguish the different phonemes in the same letter.
	2	They are some mistakes done bystudents in pronouncing English words.
	1	Pronunciation problem so severe as tomake speech unintelligible.
Vocabulary	5	Sometimes the students use inappropriateterms and must rephrase ideas.
	4	The students frequently use the wrongword, conversation somewhat limits.
	3	The students misuse of words and limitsvocabulary.
	2	Conversation almost impossible becauseof inadequate vocabulary.
	1	The students switch Bahasa to Englishafter the listener mention what they wantto say.
Fluency	5	The students have a few pauses.
	4	Spes and fluency of students' fluency arerather strongly affects by languageproblems.
	3	The students usually hesitant often forcs.
	2	Students speech is so halting.
	1	The students have long pause affects by language problems.
Grammar	5	The students make a few grammar errors or word order.
	4	The students makes grammatical or wordorder error occasionally lead tounderstanding.
	3	The students make frequent errors of grammar and word order, which obscure meaning.

	2	Grammar and words order make comprehension difficult must often rephrase sentences and restrict him tobasic pattern.
	1	Error grammatical and word order toserve as to make speech virtually unintelligible.
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 5x4 = 20

If a student gets 4, so 4x4 = 16

If a student gets 3, so 3x4 = 12

If a student gets 2, so 2x4 = 8

If a student gets 1, so 1x4 = 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	3x4 = 12
Grammar	3x4 = 12
Vocabulary	4x4 = 16
Fluency	4x4 = 16
Comprehension	2x4 = 8
Total	64

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

3.8 Data Analysis

The data was analized by using quantitive analysis. In other words, the data analysis conducted to interpret data from the pre-test and the post-test: the pre-test purpose to measure the initial score of speaking ability, and the post-test purpose to measure the improvement of students' speaking ability. There were some criteria to asses students' speaking task. According to Harris (1969), the scoring criteia of speaking are pronouncation, grammar, vocabulary, fluency, and comprehension. Meanwhile, the tests were assesed by two teachers. Second, the score was calculated by applying the statistical analysis of t-test to examine the differences of pre-test and post-test. In addition, the significance of the test was analyzed by using computer programmed of Statistical Product and Service Solution (SPSS) 16. In order to know the students' responses, the researcher used non-test instrument, a questionnaire. The data were analyzed using licert scale.

3.8. Hypothesis Testing

The hypothesis on this research was formulated as follows:

H0 : There is no significant improvement of students' speaking achievement after
   being taught through video.

H1 : There is significant improvement of students' speaking achievement after
   being taught through video.

If P < 0,05 H1 is accepted

If P > 0,05 H0 is not accept

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 achievement after being taught by video. It can be seen from the p-value is .000 <0.05. It means that H1 is accepted. I

2. The use of video in teaching speaking could find out the aspect of speaking that improve the most. Based on seeing the analysis of students' works in pretest and posttest on each aspect of speaking, it could be found that fluency was the aspect that improve the most than others.

3. The use of video in teaching speaking could give positive responses in students' speaking achievement. The media of video could omit the boredom of students in learning English.

5.2. Suggestions

Reffering to the data, some events occured in treatments, and conlusions, the reseacher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English teachers

1. Since this study was concerned on improvement of speaking achievement in narrative text, English teachers are suggested to apply the video as a media in teaching speaking.

2. This study was concerned on speaking skill. Therefore, the english teachers can try to apply the media of video in another skills such as writing.

3. The lowest apect that improved in teaching speaking by using video is pronounciation because the students just practiced to pronounce the words one time. To solve this problem, the researcher can give more time to the students in watching, listening, and imitating the words from the video. The researcher repeats this dialogue twice or three times when is needed.

5.2.2. Suggestions for Further Researcher

1. This study was conducted in senior high school level. Therefore, the further researcher can try to find out the effect of using the video in different level of school.

2. In this study, narrative text was employed as the another media to measure the improvement of students' speaking achievement after the implementation of video. Further reseachers can try to apply the using of video with another kind of text, descriptive text and report text for instances.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement the video in teaching speaking and for further researchers who want to investigate the research about this technique

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