

**THE APPLICATION OF VIDEO TO IMPROVE SPEAKING ABILITY  
OF THE FIRST YEAR STUDENTS' AT SMAN 2 KAMPAR**

**A THESIS**

The thesis is submitted in partial fulfilment of the requirements  
for the Degree of Sarjana of Education



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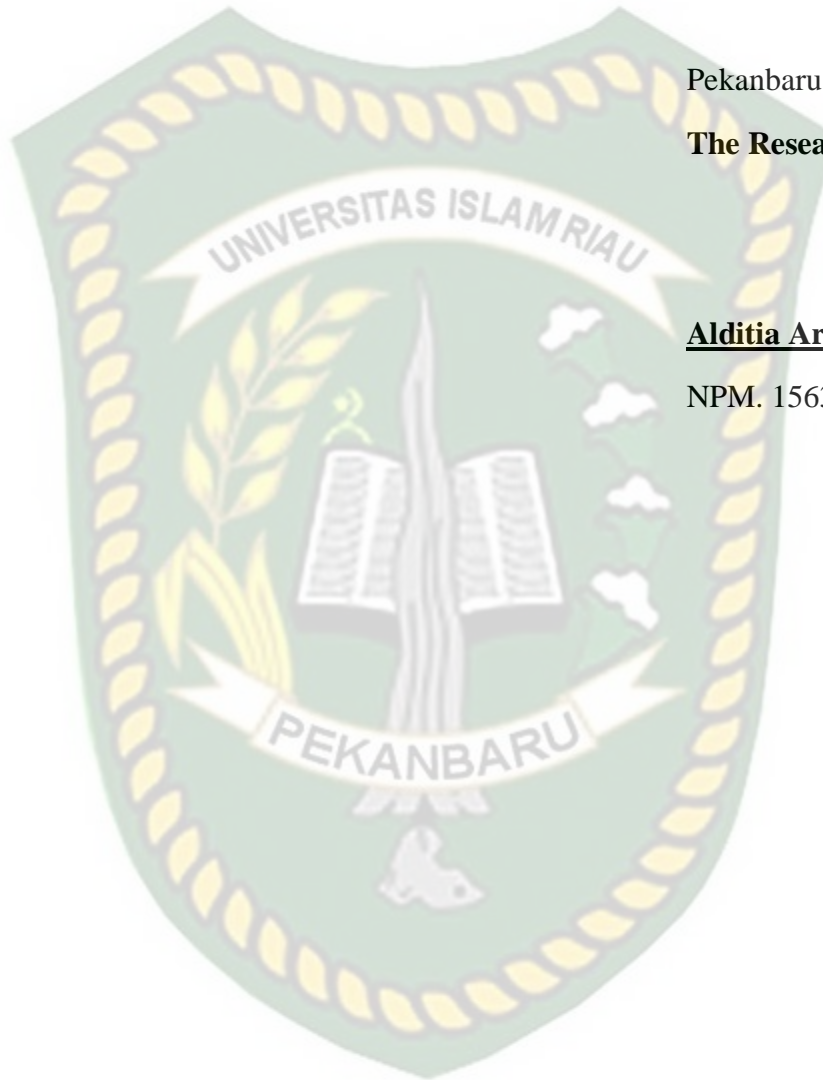
The writer fully realizes that this thesis is far from perfect. So, comment and contributions to the development for further research are truly appreciated. Hopefully, this thesis will be very useful for everyone. Hope Allah is blessing us. Aamiin.

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## ABSTRACT

Alditia Ari Pujangga, 2019. **The Application of Video to Improve Speaking Ability for the First Student at SMAN 2 Kampar.** Thesis Pekanbaru; English Study Program and Teacher Training Faculty, Islamic University of Riau.

**Keywords:** *Classroom Action Research, Speaking Ability, Video*

*Speaking is an important, for people especially students can get information, ideas, knowledge by speaking when they communicating with the others. Speaking is a process of building and sharing the meaning through the use of verbal and non verbal symbol in various contexts. In fact, at the first year students of SMAN 2 Kampar, the researcher found some problems; Students still has difficulties in expressing ideas, thought and feeling. They have no self confidence, lack vocabulary, pronunciation and grammar. The aim of this research is to improve speaking ability of the first year students at SMAN 2 Kampar.*

*This research is Classroom Action Research with the research worked in designing the lesson plan, analyzing the data, and doing reflection. The participants of this research were 36 students, of SMAN 2 Kampar in academic year 2019/2020. This research was conducted on two cycles, following the procedure of action research: planning acting, observing and reflecting. Each cycle of the study compriseded of three meetings*

*This result of this study was that the students' improvements during teaching and learning activity in speaking by using video to improve speaking ability was good, the students' achievement in speaking was improved; it was supported by the significant improvement. The result of base score was 97,22 (Students' of Achievement of Numbers) with the total score 1460,00. In the cycle I, found the mean of the students' score in speaking was 66,67 (Students' of Achievement) with the total score of two retests 1926,67. In cycle II, found the mean of the students' score in speaking was 75% (Students Pass). The result of this research is showed that the students' speaking ability can be improve by using video.*

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Dokumen ini adalah Arsip Milik :  
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# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Problem

Language is a main tool of communication is very important to learn. Language ease interaction to each other. As it is language of today's business, in Indonesia English is a foreign language, not all people in Indonesia use English in their communication but all of students from kinder garden, junior high school, senior high school, and university must learn English. Although English is not first language in Indonesia, their are many language in Indonesia, become English general subject for all school.

In education, English has become the primary language of communication. It is spoken by millions of people all over in the world. Based on K13 English is for the students to develop science, technology four skills of language: reading, speaking, writing and listening. Teaching learning process will be successful if they are give supported by some factors such as proper method, interesting media, facilities for senior high school, in the school, standard minimum score for speaking ability is 80.

Speaking is be important skill to acquire, because there force that students must learn and speak English fluently in the public or in the globalization era. The students must try speak in English to make successful to communicate in class or in public.

Problem that the research found at SMAN 2 Kampar is the use media is still low that makes the teachers difficult to do the teaching learning process, indication it's possible because factor learn students' less effective, even students' do not feel motivation to following teaching learning process in the class. Due to that students' less or even do not understand the material that is difficult to or bargaining in convey by the teacher's, tendency of learning less interesting already often experienced by the teacher's.

From the problem above, the teacher needs to respond how to use media to improve student speaking skill ability by using video. The teacher should consider the media can give support to improve students speaking ability.

Based on the explanation above, the research is interested in conducting a research entitle "The Application of Video to Improve Speaking Ability of the First Year Student at SMAN 2 KAMPAR" This research is to focus on the speaking and practice students in the class by using video.

## **1.2 Identification of the problem**

Referring to the background of the problem which are explained above, indentified the student's difficulty to speak English. The student's often find some problem, and the student's the frequently found is their native language cause the student's difficult to use foreign language, and the teacher did not have media to saw to students, so it make the students

motivation lack to practice in daily activities in the class and the student did not have focus to learn. They are many factor to improve speaking skill students interest the material and media.

### **1.3 Limitation of the problem**

Based on the identification of the problem above, there are some problems that found by the research in the classroom. In this research, the researcher will focus speaking and practice improving through video.

### **1.4 Research Question**

Problem of this research will be formulated follows:

1. To what extent does video improve speaking ability at first year students of SMAN 2 Kampar?
2. What is the effect of video on students' speaking ability at the first year of SMAN 2 Kampar?

### **1.5 Purpose of the Research**

The purposes of the research are:

1. To explain whether video can be improve speaking ability on analytical exposition at the first year students of SMAN 2 Kampar.

2. To find out the factors influence the change of students speaking ability using video.

### **1.6 Needs of The Research**

1. Video can be used to make students practice, motivated and interested in learning. Video can create pleasant situation in the classroom.
2. Video are available on live in a lot of website and they are rich sources to use.
3. The sophistication and the popular of technology in globalization era can be used for the enrichment of classroom material and other relevant purpose

### **1.7 Definition of Terms**

#### **1. Practice**

Alan Warde's Journal of Consumer Culture in 2005 the first 'programmatic' piece offering an examination of the potential of practice theoretical perspectives for analyses of consumption.

#### **2.Video**

That video are a good means of helping students to learn skill.

Kay(2012) In the reaseach The effect of using supplementary videos are increasing student activity. Stempleski (2002:364) states that video sequence contains out only words, but visual elements (and often sounds effects and music) the provide essential evidence on behavior,



character, and context, which are not usually in the script. In the research, it is a teaching media in which encourages students to speak.

### **3. Speaking Ability**

Speaking is the ways to express ideas and opinion, expressing and desire to do something, negotiating or solving a particular problem, and maintaining social relationship and friendship (Mc. Donough and Shaw, 1993).



## CHAPTER II

### THEORITICAL FRAMEWORK

#### 1. Definition of Speaking

In human life, everyone needs to communicate with others, there are two kinds of communication, they are; oral and written form. Speaking is a form of communication between the speaker and the listener which the speaker can express the ideas, the feelings, the opinion, and the thoughts of speaker.

According to Nunan (1991:40) speaking is the same as oral interaction which are conventional ways of the speaking information. Expressing our idea, and thought have in our mind.

In additional, Tarigan (1990:15) says that “speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it included many aspects such as grammar, pronunciation, fluency and vocabularies.

Speaking is one of four skills in learning English. According to Brown (2001: 267) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Moreover (Hammer,2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced trough

controlled and guided activities, and fluency, considered to be ability to keep going speaking spontaneously.

### 2.1.2 Speaking Ability

From the theories above it can be concluded that speaking is an ability to express ideas, feelings and emotions to other persons. The language is used to express oneself to be understood by transferring the idea to others in spoken language.

Speaking ability is a language skill that is developed from childhood life which is preceded by listening skill, and at that period, speaking is learned. It means that speaking is basic language. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Brindley (1994) defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with others' vocabulary, use language in appropriate contexts, and interact with other speakers fluently. Some of the meaning may be able to be understood automatically while others may need to be processed first.

Thornbury (2005 : 1) states that speaking is a part of daily life people take it for granted. He explains that humans tend to forget how they naturally acquire their speaking ability, struggle on how to achieve.

Speaking is also the most difficult language skill to reliably access. A person's speaking ability is usually judged during a face to face

interaction, in real time, between an interlocutor and a candidate (Luoma, 2004: 1).

From explanation above, it can be conclude that speaking is very important to communicate with others to take and give some information. Learning language skill should be thought and practiced in the classroom event the real life situation. Students can communicate effectively and accurately by using components such as vocabulary, pronunciation, fluency, grammar and comprehension.

### **2.1.3The Components of Speaking Ability**

Harris (1996:81) mention five components of speaking ability:

#### **1. Pronunciation**

Pronunciation is very important in speaking, if the students do not pronounce appropriate pronunciation it can be influence the meaning of word. Pronunciation is the study about how the words in particular language are produced clearly when people speak. Pronunciation makes the process of communicate easy to understand. According Leo (2013:37) pronunciation is a way in which a particular word is pronounced, a good dictionary provides appropriate information on the way how to pronounce every word entered.

#### **2. Grammar**

Mastering grammar knowledge will help one in speaking English, because students will know how to arrange word in sentence, what



tense will be used, how to use appropriate utterance. In other word, grammar, grammar play important role master the spoken of the language.

### 3. Vocabulary

Vocabulary knowledge is often as critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and the acquisition of a second language" p. 55"

### 4. Fluency

In speaking, we must speak fluency because listeners are able to response what we say. According to Hammer (2001:197), fluency is also helped by helped by having us say phrases and sentence as quickly as possible, starting slowly and speeding up.

### 5. Chomprehension

Chomprehension is knowing at understandinglevel. It abdicates that in chomprehension the speakers and listeners have to understand what the intended meaning of the speaker when he or she says something.

## 1. Media

Media if understood broadly, human, material, or events that establish conditions that make students able to acquire, skills, or attitudes Gerlach and Ely (1971). Media is essential and important parts that must be made in instructional design. Media is used by students as instruments of motivation to stimulate learning. Media is essential and important parts that must be made in instructional design. Ass tools for language learning or teaching, media has undoubtedly always facilitate for both instructed and no instructed learners. Gerlach and Donal (1973) states that media have four general purpose; media can help to simplify teaching process, and they can help perfect it, machines allow teacher practice principle of teaching and illustration object media.

Besides preparing material, teacher also need the media that will be used in teaching process. In selecting media, teacher have to be creative. Media that will be used by the teacher have to be interesting for students, especially for junior high school (SMA)students in teaching speaking, for example video. Teacher can use video in teaching speaking. Trough using video, it can be motivated and increase students speaking and also make students feel enjoyable and fun to study. So, using video very helpful for teacher in teaching learning process.

Media is a tool used by teachers in order to facilitate teaching process.Hamalik (1986 : 15) argues where he saw a communication link will be run smoothly with maximum results when using a tool called

communication media. Gagne and Brings (1975 : 4) implicitly that learning media includes tools that are physically used to convey content of teaching materials, consisting of among others books, tape recorders, cassettes, video camera, video recorder, films, slides, photographs, images, graphics, television, and computers. Bush and Huebner (1979: 216) say that applying media can be solution as it has some benefit to improve students reading comprehension since the students feel attracted to get involved in the situation which brought media in the teaching and learning process in the classroom.

In others language, media is source component of learning or physical vehicle containing instructional materials in students is environment that can stimulate students learn.

**b. Kinds of Media**

Arsyad (2011 : 81-94) states that one characteristic of learning media is media contains and carries message or information to recipient, students. Media is prepared to meet learning needs and abilities of students so that students can actively participate in learning process. Therefore, necessary to ensure an effective medium for learning. The following is type of media:

#### A. human- based media

Human- based media is affect the learning process trough the exploration guidance by analyzing from time to time what happened to the environment learning.

This media is helpful especially when the purpose is to change attitude of teacher or want to be directly involved with monitoring students learning.

#### B. printed – based media

Text printed – based media requires six elements that need to be considered when designing is consistency, format, organization, magnetism, font size, and the use of empty space. Printed – based media is most commonly known as textbooks, handbooks, journals, magazines, loose pages.

#### C. visual – based media

Visual – based media is a parable plays a role is very important in the learningprocess. Visual media can facilitate understanding and strengthen memory. Visual also can cultivate students’ interests and can provide relationship between the content of subject matter with real world. Visual media is form drawings, paintings, photographs, diagrams, maps, and charts.



#### D. audio – visual based media

Audio – visual based media is technology for capturing, recording, processing and Displaying motion pictures. The media visual that incorporate the use of the sound of require work an addition to production. The media also can stimulate interest of students learning because students focus on the what they see and feel immediately about displayed video.

#### b. Video

This study aims to find out the effectiveness of video to improve students speaking by video. The use video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45). Students like it because video presentations are interesting challenging, and stimulating to watch. Video shows them how people behave in the culture of the language they are learning by bringing into classroom a wide range of communicative situations. Another important factor for teachers is that to make it more interesting and enjoyable as it helps to promote comprehension. A simple vocabulary sometime can make the students get difficult to understand the meaning of the words, which proves a well-known saying that a picture many words. Two until five minutes of the video can provide an hour classroom work, or it can be introduced a range of activity for ten minutes. A fifteen minute program can be useful for more advance students. Less

advance students may wish something much shorter because their limited command of the language also limits their attention span. Through the video, the students will get full model in speaking ability and how to be interacted in speaking by using the language. Hamey in Cakir (2006:357) adds the students like video because it is interesting, challenging, and stimulating to watch.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This research used classroom action research (CAR). Kemmis and McTaggart (1988:47) state that action research is a cycle process of planning, action, observation, and reflection. It means that the action research is developed through the process of planning, acting, observation, and reflecting. In this context, this research is aimed to solve problem in SMAN 2 KAMPAR in improving speaking by using video.

According to Jhonson (2001:21), action research can be a process of studying a real class to improve the quality of instruction and it is a systematic way for teachers to observe, explore and solve problem of teaching in class development. In addition, Kemmis (1988) state that this research provides a way of thinking systematically about what happens in the school or classroom, implementing critically informed action where improvements are thought to be possible, and monitoring and evaluating the effects of action with a view to continuing the improvements.

The model was proposed for teacher in doing classroom action research follows cyclical structure. The cycle consisted of planning, action, observation and reflection (Kemmis and Mc Taggart:11).

### **3.2 Location and Time of the Research**

This research was conducted at SMAN 2 Kampar in the academic year 2019/2020, during July until August 2019. Jalan: Rumbio Kebun Durian Km.1. This school has two laboratories; computer laboratory and biology laboratory, four canteen, and one musholla.

### **3.3 Participants of the Research**

The participants of this researched were the first year students at SMAN 2 Kampar. The number of participants are 36 students' consist of 36 female and male in class X - IPA 1 in academic year 2019/2020. The researcher chose this class because of some reasons, such as the students' mean score for speaking skill was still low, most of the students in this class could not practice English fluently and accurately.

### **3.4 Instruments**

In collecting the data, the researcher used three kinds of instruments. Observation sheet, field notes and interview.

#### **1. Test**

Test is used to quantitative data. The test is conducted based on the syllabus for SMAN 2 KAMPAR. The test is in the form of performance test. The topic are it's Critical Thinking, Responding Thank, Narrative Text. To score students' speaking ability. The improvement of students' speaking ability involves some aspect of speaking namely, Pronunciation, Vocabulary, Grammar.



**Table 3.1 Indicators of Speaking Assessment**

Variable	Indicators	Topic
Speaking Ability	<ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Grammar</li> <li>3. Vocabulary</li> <li>4. Fluency</li> <li>5. Comprehension</li> </ol>	<ul style="list-style-type: none"> <li>• Critical Thingking(One Meeting)</li> <li>• Responding Thank(Twice Meetings) Cycle I</li> </ul>
		<ul style="list-style-type: none"> <li>• Narrative Text(One Meeting)</li> <li>• Fomous Place(One Meeting) Cyecle II</li> </ul>

**2. Observation**

The observation is used to collect all information during the teaching and learning process. In doing this observation, it needed a collaborator. The research and collaborator work together in this observation sheet. The collaborator observes teacher and students' activity during teaching and the learning process. Students activities ovserved to collect the data in learning speaking, and their activities in teaching speaking between theacher and students. Teacher prepared the test observation with the meansuring the data to know the presentations or performance of students in teaching learning process.

In addition, this research also used field notes to report thing happened in the teaching and learning process that could not be checked in

the observation. It gave information to the research as a reason to improve action in the next.

## 21. Interview

The interview is used to know more about the students' condition in learning and practice speaking ability. It explained more about the cause of students' success and failure in speaking ability. By doing the interview, the research expects that she or he can find out the factors can influence the students' speaking ability by using video.

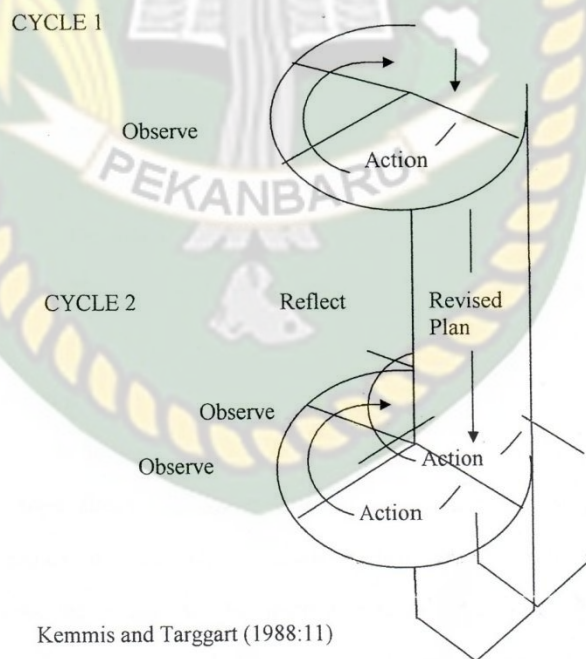
**Table 3.2 of Interview**

Name of interview participant	Date of interview	Question from teacher	Answer from the students	Remark
		1) What do think about studying by using video in teaching learning?		
		2) Why?		
		3) Do you think using video in teaching learning is interesting?		

**a. Procedure of the Research**

The procedure of the research followed the model of classroom action research (CAR) procedure developed by Kemmis (1998). The model used cyclical process. It consisted of four step which were plan, action, observation and reflection.

There is also action and observation during teaching process, and a reflection that is required by theresearch where it can be used to make any improvements for the next cycle. If improvements were needed, a revised plan is the made the research must continue the next cycle.



## Cycle I

### 1. Plan

There are some activities done in this step. The activities are:

Preparing the materials for every meeting. The first cycle is done for four meetings. The material consist of several topics related to speaking topics. There are topic used during the first cycle. The topic are it's critical thinking, responding to thank, narrative text.

- a. Designing a lesson plan which included the activities or steps in applying the video in teaching speaking ability.
- b. Preparing the research instruments (test, observation, interview)
- c. Designing activities which are done in using video the activities are follow:

#### *Pre Teaching Activities*

1. Teacher greets the students to make them involved in the teaching and learning process
2. Teacher checks the students' attendance
3. Teacher mentions what will be learned by the students
4. Teacher build the students background knowledge related to the topic
5. Teacher leads the students into discussion about what they have known related to the topics.



### *Whilst Activities*

1. Teacher shows a video (which contain”Critical Thinking, Responding to Thank, Narrative Text.”)
2. The students are asked to pay attention to the video
3. Teachers turn the video many times to make them easier in comprehending the video
4. The students are asked to focus on important aspect in the video
5. Teacher discusses the content of the video with the students
6. Teacher also leads the students in the discussion difficult vocabularies faced by the students and grammatical from
7. Teacher teaches the students pronouncing the words in the video
8. Teacher uses video as a good model for the students in teaching pronunciation and fluency
9. The students practice the conversation on the video
10. Teacher divides the students into pairs or small groups and asks them to create their own conversation related to the topic.

### *Post Activities*

1. Teacher asks the students to practice their own conversation

2. The students are asked to perform their speaking ability in front of the class
- c. Preparing speaking test
- d. Asking someone to be a collaborator

## 2. Action

In this action, the researcher performs an action based on a lesson plan which had already been made in the planning. The activities involve:

1. Applying video to overcome the students' speaking ability
2. Asking the students to practice their speaking ability through video with their friends
3. While the process of teaching, the collaborator observed the teacher and the students' activities by taking the data as mentioned in the technique of data collection.

## 3. Observation

The observation is to be done by the collaborator. The collaborator observes the teacher and the students' during the teaching and learning process. The collaborator observes the teaching and learning process related to quantitative and qualitative data.

In qualitative data, the collaborator observed all process that occurs in the classroom. It also observes all factors influence the improvement of students' speaking ability.

#### 4. Reflection

The researcher evaluated and interpreted the data collected from the observation. He evaluated the use of video whether it could improve the students' skill or not. Besides that, he also evaluated the students' reaction, media used, and classroom atmosphere during the research.

#### Cycle II

During the second cycle, the research did the activities that had been prepared in the revised plan. The research emphasizes her teaching on unsolved problem in the first cycle.

#### **b. Technique of Collecting the Data**

The data of this research is collected in two ways; quantitative data and qualitative data. Quantitative data is used in order to know what extent video can improve the students' speaking ability. Here, the research collects the data through observation sheet and field note.

In other side, qualitative data is used to know factors influence the changes of students speaking ability by using video. The data is collected through observation, and interview. Observation showed the real situation which occurs during the teaching and learning process. The interview

provided brief explanation from the students' response about their condition in the teaching and learning process. There were the instruments that used by the researcher:

1. Test

This case students were given the speaking test by the video. The indicator score of students speaking ability were.

**Table 3.3 Blue Print of Speaking Assessment**

No	Name of Students	Indicators			Students Score	Category
		1	2	3		
1	Students 01					
2	Students 02					
3	Students 03					
4	Students 04					
5	Students 05 and the others					
	% Past					
	% Not Pass					

2. Observation Sheet

It used to observe the students activity in teaching learning process especially speaking. The instruments were:

- a. Teacher Observation Sheet
- b. Students Observation Sheet



### 3. Field Note

It was a kind of notebook for recording the thought and observation during the research. The collaborator wrote the event in teaching and learning process.

**Table 3.4 Blue Print of Field Note**

Cycle/meeting :

Day/date :

Theme :

No	Note	
	Teacher	Students
1		
2		
3		

#### c. **Technique of Analyzing the Qualitative Data**

The data from the observation, and interview was analyzed through some process of qualitative data analysis. Gay (2000 : 240-250). The techniques of analyzing the data of this research is to analyze the test by using formula of average of mean school.

And there are two ways that are used in analyzing the data. They are qualitative analysis and quantitative analysis.

### 1. Quantitative Analysis

In quantitative analysis, the data which is analyzed is the data in the form of numerical based on the result of the students' score in the speaking test. There are several techniques that are used to analyzed the quantitative data, especially the data from speaking test. The research put the result of the data in groups based on the indicator of speaking ability which is filled based on the scoring rubric for speaking.

$$M = \frac{X}{N} \times 100$$

Notes :

M : Individual score

X : the correct answer

N : the number of items

**Table 3.5. Proficiency Description of Speaking Ability**

No	Components of Performance	Level	Descriptors
1	Grammar	1	Grammar almost entirely inaccurate phrases.

		2	Constant error showing control of very few major patterns and frequently preventing communication.
		3	Frequent errors showing imperfect control of some patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
2	Vocabullary	1	Vocabullary inadequatefor even the simplest conversation
		2	Vocabullary limited to basic personal and survival area
		3	Choice of words sometimes inaccurate, limitation of vocabullary prevents discussion of some common professional and social topic.
		4	Professional vocabullary broad and precise, general vocabullary adequate to

			cope with complex practical problems and varied social situation.
		5	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
3	Pronunciation	1	Pronunciation is frequently unintelligible.
		2	Frequent gross and a very heavy accent make understanding difficult, require frequent repetition.
		3	Foreign accent, requires concentrated listening, and misconceptions lead to 10% occasional misunderstanding and apparent in grammar or vocabulary.
		4	No conspicuous mispronunciations, but would not be taken for a native speaker.
		5	Native pronunciation, with no trace of foreign accent.

(Hughes(2003))



### Level of students score

Standards of scoring	Range of scoring
Excellent(A)	80-100
Very good(B+)	73-79
Good(B)	65-72
Average(C+)	60-64
Poor(D)	55-59
Very Poor(E)	<55

#### 2. Qualitative Analysis

Qualitative analysis is used to analyze information related to factors influence students' speaking ability. This data analyzed to be related with quantitative data. It described and explained the result gotten from quantitative data.

Qualitative analysis described briefly about factors influence the change of students' speaking ability by using video. The factors could be the use of material in the classroom, media, classroom management, classroom activities, lecturer approach, and strategy used during the teaching and learning process.

The first step which is done in analyzing qualitative data is collecting data and organizing all data collected from observation (observation sheet and field notes) and interview, these data were organized related to the data gotten from the students' speaking task and

test. After that, the research explained the data in depth to provide detail description. The research described all the data she got from the notes of observation (observation sheet and field notes) and interview about the participants and the activities during the research. When the data has been described successfully, the research would be easier to classify it.

Furthermore, the research has to classify the data orderly, which means ordering the observation (observation sheet and field notes) or the interview transcript into categories that represent different aspects of the data. Thus, the research has to orderly classify the cause of the weaknesses and difficulties faced by the students so that it would be easily interpreted by the research later on.

Finally, the research determined and made some interpretations of the findings of the students' speaking ability solved by using video and factors that influenced the students speaking ability. So the researcher can make some interpretations toward the findings she got after conducting the research.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the result of research. In this case, it discusses the result of the research in improving students speaking ability by using video of the first year at SMAN 2 KAMPAR.

#### 4.1 Research Findings

This chapter presents and display the description of data, findings and discussion of th research. Both of the research question were answered based on the data collected from the observation sheet, field note, and students speaking performance.

The classroom research(CAR) was conducted at SMAN 2 KAMPAR in academic year 2019/2020. The number of the students is 36. The research was done in two cycle, each cycle had three meetings including test for each cycle. Each meeting was in 2 x 45 minutes. So, there were six meeting in two cycle.

##### 4.1.1 The Result of Base Score

Before carrying oyt this research, students were given a test. It was only aimed to get the base score in students' speaking ability and way students learning English. From the test was concluded the most of students had problem in speaking. The result of the

students base score could completely be seen in the following table and diagram.

**Chart 4.1: The Result of Students' Base Score**

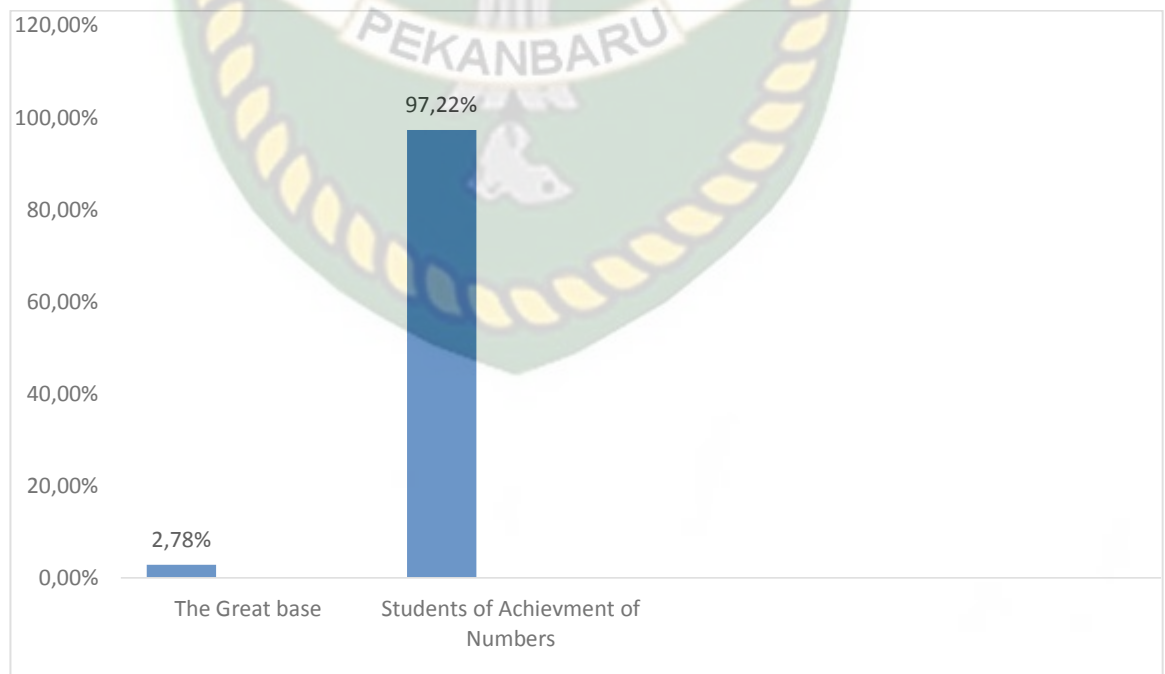
No	Name	Indicator			Total	Scale	Category
		1	2	3			
1	Student's 01	2	1	2	5	33,33	Very Poor
2	Student's 02	1	1	2	4	26,67	Very Poor
3	Student's 03	3	1	1	5	33,33	Very Poor
4	Student's 04	3	2	1	6	40,00	Very Poor
5	Student's 05	3	3	1	7	46,67	Very Poor
6	Student's 06	4	2	1	7	46,67	Very Poor
7	Student's 07	3	1	1	5	33,33	Very Poor
8	Student's 08	1	1	1	3	20,00	Very Poor
9	Student's 09	2	1	3	6	40,00	Very Poor
10	Student's 10	2	2	2	6	40,00	Very Poor
11	Student's 11	4	2	1	7	46,67	Very Poor
12	Student's 12	1	2	3	6	40,00	Very Poor
13	Student's 13	4	3	1	8	53,33	Very Poor
14	Student's 14	3	3	3	9	60,00	Average
15	Student's 15	2	1	2	5	33,33	Very Poor
16	Student's 16	2	1	4	7	46,67	Very Poor
17	Student's 17	2	2	2	6	40,00	Very Poor
18	Student's 18	1	2	2	5	33,33	Very Poor
19	Student's 19	1	2	3	6	40,00	Very Poor
20	Student's 20	2	4	2	8	53,33	Very Poor
21	Student's 21	1	2	2	5	33,33	Very Poor
22	Student's 22	2	3	3	8	53,33	Very Poor
23	Student's 23	4	1	1	6	40,00	Very Poor
24	Student's 24	2	2	2	6	40,00	Very Poor
25	Student's 25	1	3	2	6	40,00	Very Poor
26	Student's 26	1	3	3	7	46,67	Very Poor
27	Student's 27	2	2	2	6	40,00	Very Poor
28	Student's 28	1	1	3	5	33,33	Very Poor



29	Student's 29	2	3	2	7	46,67	Very Poor
30	Student's 30	2	1	1	4	26,67	Very Poor
31	Student's 31	1	2	3	6	40,00	Very Poor
32	Student's 32	2	3	3	8	53,33	Very Poor
33	Student's 33	1	3	2	6	40,00	Very Poor
34	Student's 34	1	1	4	6	40,00	Very Poor
35	Student's 35	2	1	2	5	33,33	Very Poor
36	Student's 36	2	2	3	7	46,67	Very Poor
<b>Total</b>		<b>73</b>	<b>70</b>	<b>76</b>	<b>219</b>	<b>1460,00</b>	
<b>Mean</b>		<b>2,03</b>	<b>1,94</b>	<b>2,11</b>	<b>6,08</b>	<b>40,56</b>	
<b>% The Great base of Achievment of Indicators</b>							<b>2,78</b>
<b>% Students of Achievment of Numbers</b>							<b>97,22</b>

Based on the table 4.1 above, it could see that students' speaking ability was poor. Almost of the students did not pass in the test.

**Chart 4.1 : The Result Of Student's Base Score**



**Table 4.2 Stuent's speaking Ability on Each Indicator in Base Score**

No	Indicators of Speaking	Mean Score
1	Pronunciation	2,03
2	Vocabulary	1,94
3	Grammar	2,11

#### **4.1.2 The Result of Cycle I**

As explained previously, the research was carried out into two cycles in which one cycle had three meetings. The result of cycle on that could improve students speaking ability was supported by the data collected from observation form, field notes, and the students score of speaking ability.

##### **a. Planning**

In the step, the research were planned and designed more clearly how to improve students speaking ability using video.

The activities for the plan as follow:

1. The research was prepared the topic
2. The research was designed the lesson plan
3. The research was provided the instruments, such as field note, observation sheet.

4. The research was discussed with the collaborator what are going to do in the classroom.

**b. Action**

**1. First Meeting**

The first meeting was conducted on January 28<sup>th</sup> 2020. The participants were 36 participants in the classroom. In the classroom the collaborator observed the teacher and students' classroom activities, and after that researcher greeted, asked the students praying, and checked attendance list. And then teacher introducing the lesson topic, it was about critical thinking, the researcher gave warming up to the students, apperception, it did help students to develop their motivation. The topic of the lesson plan was written on the whiteboard then teacher discuss with students about it. After that introduce the video technique by giving example how to do video. All of students pay attention to the researcher. Then, researcher asked the students to practice how to retell the video in the front of the class. They get a material, reading it silently and make a note. After that, teacher ask some students to practice it in front of the class without reading the note.

In this meeting students were enthusiastic to hear teacher by video. But, when students ask watching the material by them. They are not serious yet. Some students still noisy and did not make a note about material. As the result, some of students cannot get the point of the video. Many pronunciation was mistake, some did not use the correct grammar

and vocabulary. At the end of first meeting students were asked to conclude the lesson, after that students and teacher made conclusion together.

## **2. The Second Meeting**

The second meeting was conducted on January 30<sup>th</sup> 2020. The first activity before starting the lesson was greeting students, praying, and checking the attendance list. All of students joined the class, and they were reminded about the last lesson, it was about responding to thank, then gave them warming up, apperception. It was to help the students to develop their motivation. Actually, all of activities in the second meeting were the same with first meeting. Topic of the lesson was written on the whiteboard and the material was given to every students. Teacher give some example how to pronounce the word and all of the students repeat it. After that, students watch the video and make a note. Last, students asked to retelling the video in the front of their friends.

In this meeting like in the first meeting students were enthusiastic to this activity, but students have difficulties in pronounce the word arrange it in good grammar. They often forget to use correct verb to retell the past time. At the end of first meeting students asked to conclude the lesson, after that making conclusion together about the material.



### 3. The Third Meeting

This meeting was conducted on February 06<sup>th</sup> 2020. In the third meeting the topic narrative text entitled responding to thank. In this meeting, students were give the material, and watching it and make note in 20 minutes. Then, every students asked to retell the video in the front of the class.

#### c. Observation

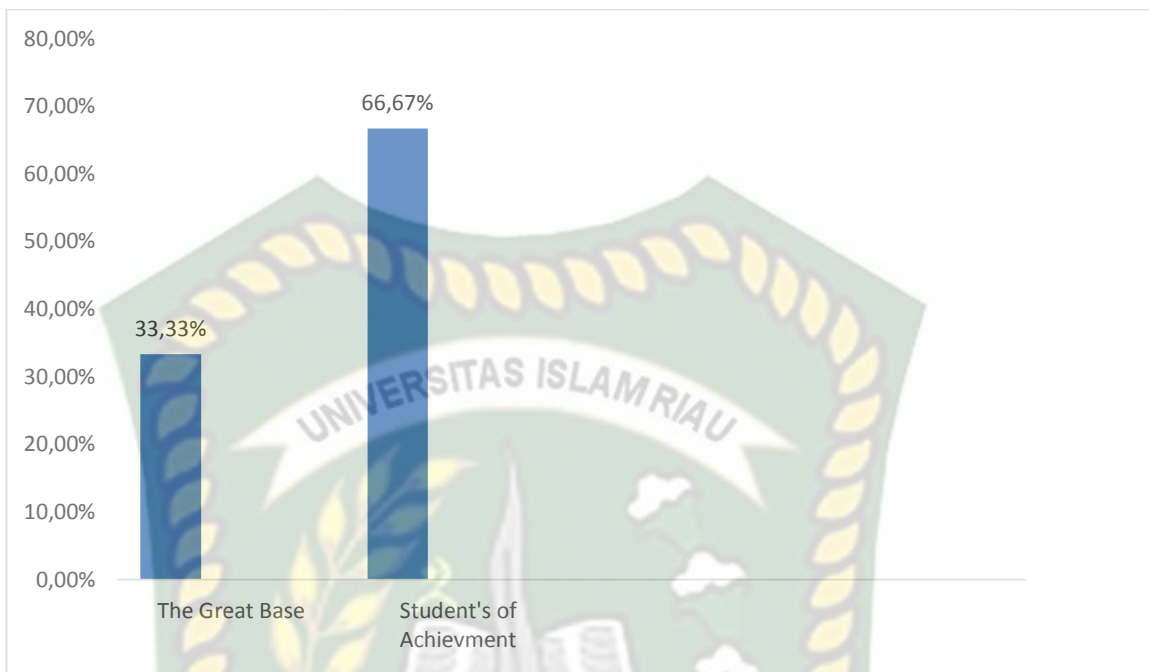
The observation was held during the teaching learning process. Collaborator helped to obtain the data in analysed the observation data, and it was adapted from Gay (2000: p240). The first step was created and organized the data by examining the collaborator's comments. Next, he read the data and conducted the observation during teaching and learning process. The students' speaking ability result after implementing teaching speaking using video was presented below. The result of the observation on students speaking as follow.

**Table 4.3 Score of Students Speaking Ability in Cycle 1**

No	Name	Indicator			Total	Scale	Category
		1	2	3			
1	Student's 01	3	4	4	11	73,33	Very Good
2	Student's 02	2	3	3	8	53,33	Very Poor
3	Student's 03	3	2	3	8	53,33	Very Poor
4	Student's 04	3	4	4	11	73,33	Very Good
5	Student's 05	3	2	2	7	46,67	Very Poor

6	Student's 06	4	3	3	10	66,67	Good
7	Student's 07	3	3	3	9	60,00	Average
8	Student's 08	4	2	3	9	60,00	Average
9	Student's 09	2	1	3	6	40,00	Very Poor
10	Student's 10	2	2	3	7	46,67	Very Poor
11	Student's 11	4	2	3	9	60,00	Average
12	Student's 12	3	2	3	8	53,33	Very Poor
13	Student's 13	4	3	2	9	60,00	Average
14	Student's 14	3	3	3	9	60,00	Average
15	Student's 15	2	3	2	7	46,67	Very Poor
16	Student's 16	2	2	4	8	53,33	Very Poor
17	Student's 17	3	2	2	7	46,67	Very Poor
18	Student's 18	4	2	2	8	53,33	Very Poor
19	Student's 19	3	2	3	8	53,33	Very Poor
20	Student's 20	3	4	2	9	60,00	Average
21	Student's 21	1	2	4	7	46,67	Very Poor
22	Student's 22	2	3	3	8	53,33	Very Poor
23	Student's 23	4	1	3	8	53,33	Very Poor
24	Student's 24	2	2	2	6	40,00	Very Poor
25	Student's 25	4	3	2	9	60,00	Average
26	Student's 26	2	3	3	8	53,33	Very Poor
27	Student's 27	4	2	2	8	53,33	Very Poor
28	Student's 28	2	2	3	7	46,67	Very Poor
29	Student's 29	2	3	2	7	46,67	Very Poor
30	Student's 30	2	3	2	7	46,67	Very Poor
31	Student's 31	2	2	3	7	46,67	Very Poor
32	Student's 32	2	3	3	8	53,33	Very Poor
33	Student's 33	3	3	3	9	60,00	Average
34	Student's 34	2	3	4	9	60,00	Average
35	Student's 35	2	2	2	6	40,00	Very Poor
36	Student's 36	2	2	3	7	46,67	Very Poor
<b>Total</b>		<b>98</b>	<b>90</b>	<b>101</b>	<b>289</b>	<b>1926,67</b>	
<b>Mean</b>		<b>2,72</b>	<b>2,50</b>	<b>2,81</b>	<b>8,03</b>	<b>53,52</b>	
<b>% The Great base of Achievment of Indicators</b>							<b>33,33</b>
<b>% Students of Achievment of Numbers</b>							<b>66,67</b>

**Chart 4.2: The Result on Cycle I**



**Table 4.4 Students Speaking Ability on Each Indicator in Cycle I**

No	Indicators of Speaking	Mean Score
1	Pronunciation	2,72
2	Vocabulary	2,50
3	Grammar	2,81

Base on the data, it show that the students' speaking ability still needs improvements. There were only some students who is passed the test. There were only eleven students (33,33) passed the test, and the rest twenty five students (66,67) did not pass test. For students scores in each indicator of speaking, it also

showed that in each indicators, students achievement were different to the other. There were high in one indicators but low in other indicators. But, the mean score from each indicator has improve than baase score. Based on the data above, it can be concluded that there were some students' still low speaking ability. On the others hand, the problem of speaking ability was not solved yet, and Cycle 2 was planned. And all of them the data in Cycle I it used as reference to the next Cycle.

d. Reflection

Based on considering the observation and analysis the data of cycle I above, the research conclude that the students' speaking ability not improved, it could be seen from the indicators of speaking. Next, the research developed several possible measures to solve the problem found in cycle I. the researcher planned next steps for cycle II as the follow up what had been done in cycle I. There were some weakness in teacher and students in doing the speaking class. The reflection for cycle I as follow:

1. The research still not able attract the students to watching the material seriously. So, some students still noisy in the class when watching session.
2. The research will be motivate the students to be more confidance to speak up when retelling the video. Its why the students afraid to do retelling activity and still has low in speaking class.
3. Students did not want to ask how to pronounce the word that they do not know.



4. Students often forget to use the correct grammar when they retelling the narrative text. They forget to use the correct verb and vocabulary.

#### 4.1.3 The Result of Cycle II

In cycle II, the activities were similar to those one, the cycle was also conducted in three meetings. Based on the reflection in cycle one, there were some problems in improving students speaking ability. They pronoun, vocab, and grammar. They cycle focused on how to improve students' speaking ability by using video. The activities were stated as follow:

##### a. Planning

In this stage, the research were planned and designed how to improve students' speaking ability using video based on the reflection on cycle I. The activities for the plan as follow:

1. The research was prepared the topic that students familiar with
2. The research was designed the lesson plan based on the weakness in cycle I
3. The research was explained the material more specific and clearly.

4. The research was discussed with teacher what are going to do in the classroom.

## **b. Action**

### **1. The First Meeting**

The first meeting in cycle two was conducted on February 13<sup>th</sup> 2020. In the first meeting, all the activities that stated in lesson plan were applied in teaching and learning process which consisted of the pre-activity, whilst-activity, the classroom activities began by greeting, motivating, and apperception. The topic of lesson in this meeting was still about narrative text with the title” Smart Monkey and Dull Crocodile”. But in this cycle research gave more explanation, and made the lesson more clearly, it avoided students misunderstanding, and students more comprehended the video. In this meeting, students asked to work in pair. Students discuss to their friends about the video, make a note together and retelling in individually.

In this way, students be more active do read and discussed video. They be more understand about the video and how to pronounce the word, how to say it in good grammar and use correct vocabulary. Students has improving in speaking when retelling video. As usual, at the end of the first meeting students asked to conclude the lesson, after that students and research made conclusion together.

## **2. The Second Meeting**

The second meeting was conducted on February 20<sup>th</sup> 2020. The first activity before starting the lesson was greeting students, praying, and checking the attendance list, all of students joined the class, and then students were reminded about the last lesson, it was about complimenting someone then gave them warming up, appreciation. It was to help the students to develop their motivation. Actually, all activities in the second meeting were the same with first meeting. The topic of the lesson was written on the whiteboard and gave some example how to pronoun the word and the students repeated it.

This meeting similar with first meeting in the cycle II, students were more confidents to speak English in front of their friends. Although, some of them still have low it vocabulary the word, but has better than first meeting in cycle I. because to pronounce well, we need more time to exercise it. They were able to use the correct grammar to retelling complimenting someone, and they were able to use the correct vocabulary. Last, at that students and research made conclusion together.

## **3.The Third Meeting**

This meeting was conducted onFebruary 27<sup>th</sup> 2020. In the third meeting the topic famous place, in this meeting, students were given

the material, and watching it and make not individually in 20 minutes. Then, every students asked to retell the video in front of the class. In this meeting, most of students do the speaking activity well

### 1. Observation

Referring to observation in teaching and learning process in cycle I and II, the research found the findings that used video to improve speaking ability in teach the students could be motivated, gave the enthusiasti.

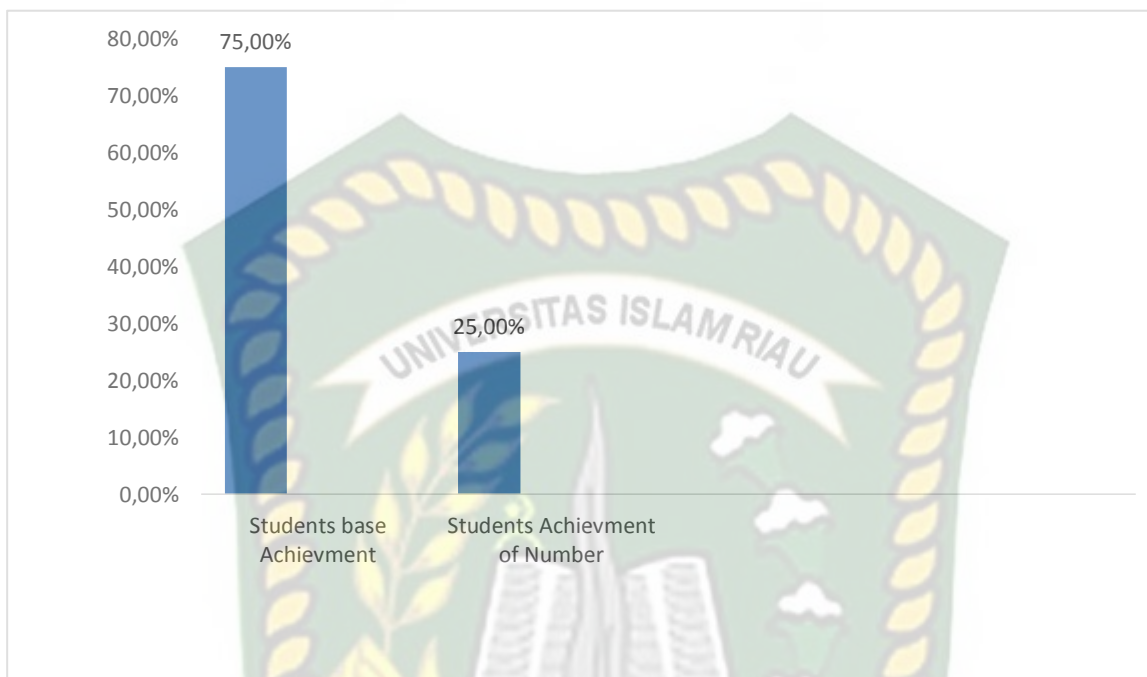
**Table 4.5 Students Score in Cycle II**

NO	Name	Indicator			Total	Scale	Category
		1	2	3			
1	Student's 01	4	5	4	13	86,67	Excellent
2	Student's 02	4	5	5	14	93,33	Excellent
3	Student's 03	4	5	5	14	93,33	Excellent
4	Student's 04	4	4	4	12	80,00	Excellent
5	Student's 05	4	4	4	12	80,00	Excellent
6	Student's 06	5	5	5	15	100,00	Excellent
7	Student's 07	4	4	4	12	80,00	Excellent
8	Student's 08	5	5	5	15	100,00	Excellent
9	Student's 09	5	4	5	14	93,33	Excellent
10	Student's 10	4	5	5	14	93,33	Excellent
11	Student's 11	4	5	5	14	93,33	Excellent
12	Student's 12	5	4	3	12	80,00	Excellent
13	Student's 13	4	5	4	13	86,67	Excellent
14	Student's 14	4	4	5	13	86,67	Excellent



15	Student's 15	4	4	4	12	80,00	Excellent
16	Student's 16	2	2	4	8	53,33	Very Poor
17	Student's 17	5	4	5	14	93,33	Excellent
18	Student's 18	3	3	3	9	60,00	Average
19	Student's 19	4	2	4	10	66,67	Good
20	Student's 20	4	4	4	12	80,00	Excellent
21	Student's 21	2	3	4	9	60,00	Average
22	Student's 22	2	3	3	8	53,33	Very Poor
23	Student's 23	4	5	4	13	86,67	Excellent
24	Student's 24	5	4	4	13	86,67	Excellent
25	Student's 25	4	3	2	9	60,00	Average
26	Student's 26	2	4	4	10	66,67	Good
27	Student's 27	4	2	3	9	60,00	Average
28	Student's 28	2	5	4	11	73,33	Very Good
29	Student's 29	2	3	4	9	60,00	Average
30	Student's 30	4	4	5	13	86,67	Excellent
31	Student's 31	3	4	4	11	73,33	Very Good
32	Student's 32	5	5	4	14	93,33	Excellent
33	Student's 33	4	4	4	12	80,00	Excellent
34	Student's 34	5	4	4	13	86,67	Excellent
35	Student's 35	5	4	4	13	86,67	Excellent
36	Student's 36	5	5	5	15	100,00	Excellent
<b>Total</b>		<b>140</b>	<b>145</b>	<b>149</b>	<b>434</b>	<b>2893,33</b>	
<b>Mean</b>		<b>3,89</b>	<b>4,03</b>	<b>4,14</b>	<b>12,06</b>	<b>80,37</b>	
<b>% The Great base of Students Achievment</b>							<b>75,00%</b>
<b>% Students of Achievment of Numbers</b>							<b>25,00%</b>

**Chart 4.3: Result on Cycle II**



**Table 4.6 Students Speaking Ability on Each Indicator in Cycle II**

No	Indicators of Speaking	Mean Score
1	Pronunciation	3,89
2	Vocabulary	4,03
3	Grammar	4,14

## 2. Reflection

Reflection to the result of the cycle II, it can be concluded that using video to improve speaking ability. It fulfilled the criteria of successful (KKM) 80. Most students motivated in speaking. Furthermore, the score of students speaking ability proficiency always changed from one to the other. It could be identified that there was a significant improvement of teaching speaking using video. It proved with more than 80% students pass the test in cycle II. So, this research was done in cycle II.

### 4.2 Discussion

This classroom action research (CAR) was conducted in two cycles. Each cycle consisted of three meetings. The time for each meeting was 2x45 minutes. This action research was conducted the first year at SMAN 2 KAMPAR exactly in X IPA1. Before carrying out this research, students' base score in speaking were analysed. After analyzing the base score result, it is found that the students had low speaking ability.

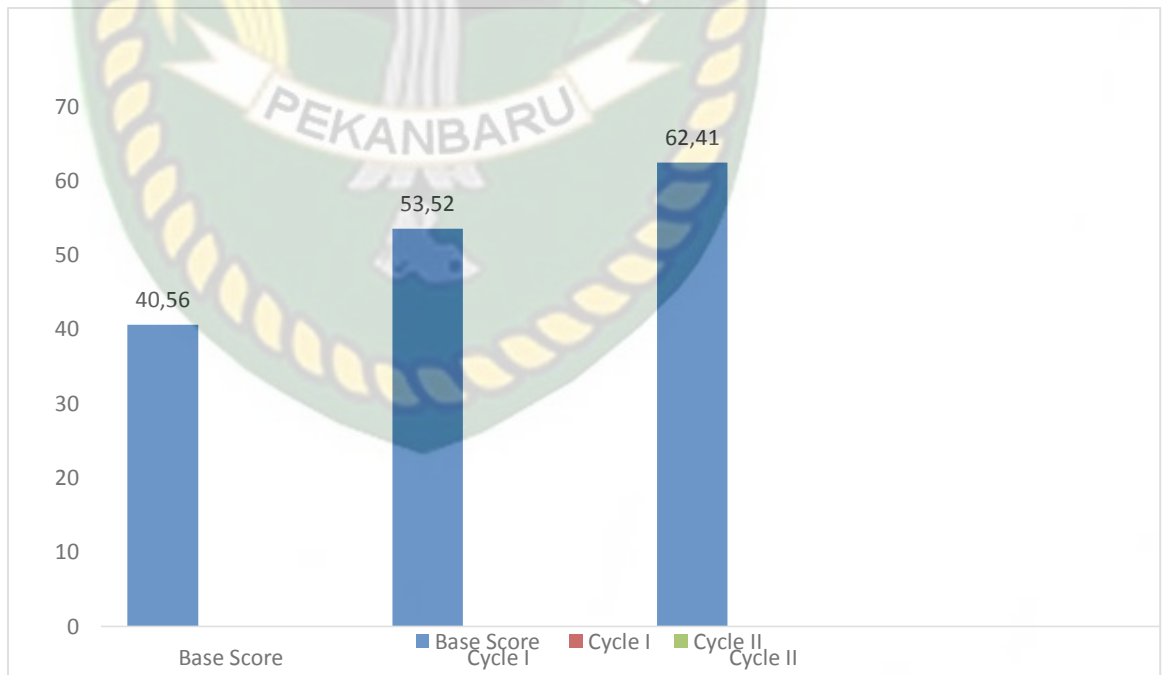
In order to overcome the students problem in speaking ability, teaching speaking using video was implemented to find out the extent of teaching speaking using video to improve speaking ability. It supported by the result of the students test each cycle. In conclusion, this research found the result of the students speaking score increased

in cycle II. The comparison of the result in the all of the test could be presented as in the following table:

**Table 4.7 The Comparison of Students' Score in Speaking Ability  
From Base Score up to Cycle II**

The Result of Students	Base Score	Cycle I	Cycle II
Score (Average)	1460,00	1926,67	2893,33
	40,56	53,52	80,37

**Chart 4.4 The Comparison of Students' Score in Speaking Ability  
From Base Score up to Cycle II**





**Table 4.8 The Comparison of Students' Score in Speaking Ability in Each**

**Indicators from Base Score up to Cycle II**

The Result of Students	Indicators	Base Score	Cycle I	Cycle II
Score in	<b>Pronounciatio</b>	2,0	2,72	3,89
Each	<b>Vocabulary</b>	1,94	2,50	4,03
Indicators	<b>Grammar</b>	2,11	2,81	4,14

There were some factors influenced the improvement of students speaking ability, as follow:

a. Motivation

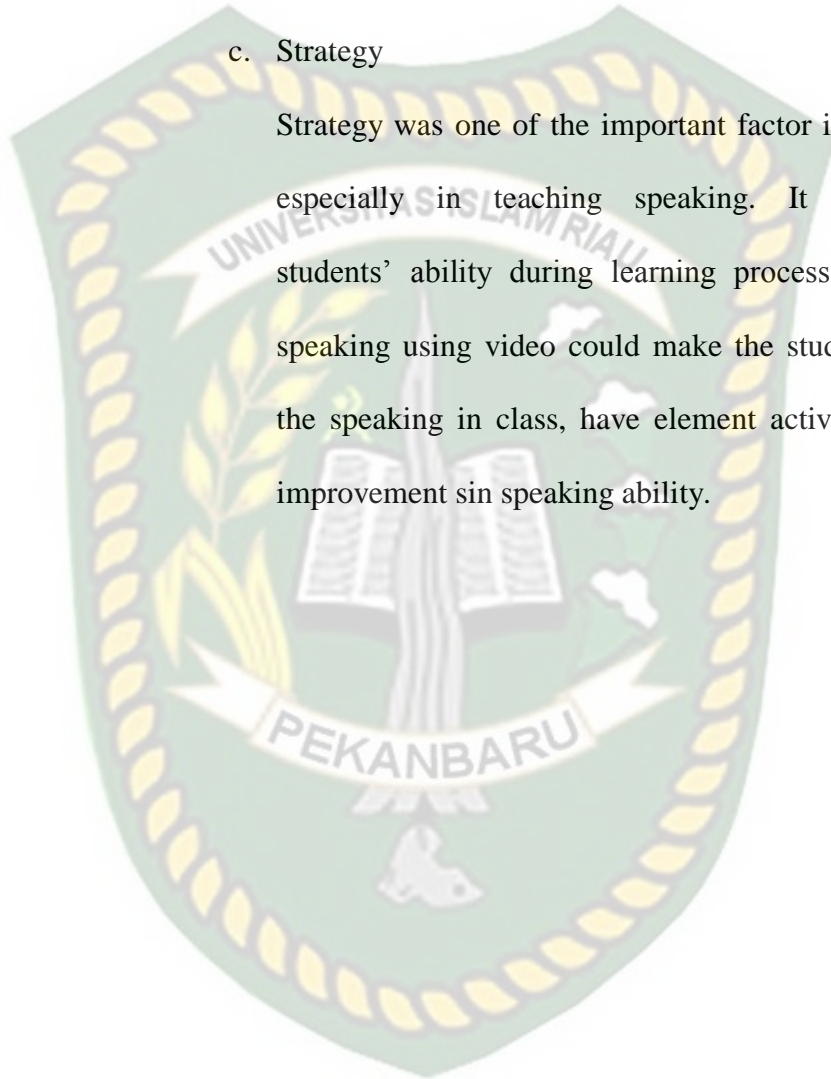
The activities of teaching speaking using video made a lot change toward the improvement of students speaking ability. T was not only students speaking result, but also improve students' confident to speak English in front of the class. The result of observation and field note also showed that teaching speak trough video motivate the students.

b. The classroom activities

The other factor made students speaking ability improved was classroom activity. Using video in speaking class, make students more enjoy to speak.

c. Strategy

Strategy was one of the important factor in teaching, especially in teaching speaking. It influenced students' ability during learning process. Teaching speaking using video could make the students enjoy the speaking in class, have element active, and had improvement sin speaking ability.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

Based on the result of data analyzed, it could be concluded that teaching the application of video to improve speaking ability of the first year at SMAN 2 Kampar. It is proved through several data such as; test, observation, and field note. The result in cycle one showed that 33,33% who passed and in cycle two 75.00% students passed. So, it shows the significant improvement in teaching speaking by using video. It also because by using video is enjoy, relax and active technique. Moreover, teaching speaking by using video could encourage students' motivation in learning English. By conducting this research, it was found that:

1. The use of speaking by using video to teach speaking which was combined with other actions improved the students' confidence and made students active to speak, because the technique made students enjoy to speak up in front of the class or in public era with their own language.
2. Through by using video, students could learn how to use correct vocabulary and grammar when speak up. They could learn how to pronounce the word well. It was effectively and communicatively.

## 5.2 Suggestion

After conducting this research, it is better to give several recommendations for the English teacher, students, and other researchers.

### 1. For English teacher

It is suggested to English teacher, especially in teaching speaking activities in order to encourage the students to speak English. Teacher also needs to apply activities which make students confident to speak English, and teacher should let students speaking even they have mistakes without any interruption. In speaking activities teacher should consider which activities that engage students' participation and give the students more chance to speak. using video are the example for activities which attract students and engage them to speak English more.

### 2. For students

In English lessons, it is suggested that students should make the best use of learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. On the



other hand, students also need to pay attention to their performance, so they can speak English well.

3. For other researchers

It suggested other researchers who will conduct the similar research to improve and explore other kinds of teaching speaking technique. If they use video technique incorporated to improve students speaking ability.



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