IMPROVING STUDENT'S SPEAKING ABILITY BY USING VIDEO MEDIA

(A Classroom Action Research at 7ᵗʰ Grade of SMPN 36 Muko-Muko In Academic Year 2015/2016)

THESIS

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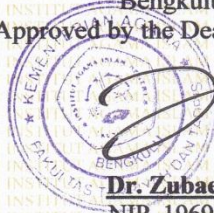
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MOTTO

WHREE THERE IS A LIFE, THERE IS A HOPE

LIVE IS SO HARD. IT IS EVEN HARDER WHEN YOU ARE STUPID

DEDICATION

THIS THESIS IS DEDICATED TO

- THANKS FOR ALLAH SWT.
- MY BELOVED FATHER SAEPUDIN AND MOTHER IMAS, PAK MAK, THANKS A LOT FOR SENDING ME TO BECOME A BACHELOR AND I LOVE YOU BOTH THAN EVERYTHING.
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CHAPTER I
INTRODUCTION

A. Background of The Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In this case, language is a communication tool in the form of sound system or the voice system which it produced by human's vocal organs[1]. Each of the language's sign has the meaning, where Indonesian students use english not as their second language such as Malysia,etc. There for english known as foreign language in Indonesia. Therefore, in order to master English as foreign language, we have to understand and learn about the four skills of the language. They are speaking, reading, writing, and listening. Each of them important and has the relation each other.

In economy business world, many employers require the people to perform not only in good written English but also in good spoken English. It is enabling for student to interact with the people of the world, to refer the knowledge coming from foreign countries and to compete in promoting science.

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[1] Brown, Doughlas. 2000. *Principles of language Learning and Teaching (4th edition).* New York: Longman, pp. 10

English is an important language. It is needed in many reasons, for example in communication. We could communicate with another people from other pcountries and also we know that many source of knowledge are written in English.

In this global era, English is one of compulsory subject which have been taught to students from elementary school till university. It is learning as a foreign language (EFL). According to Brown[2], there are four languages skill should be mastered by student. They are speaking, reading, writing, and listening. Among these skill writing is one of the compulsory subject in English study program. Students have to know how to write properly in order they would not get difficulty when they write a thesis at the end of their studies before receiving bachelor degree.

At Junior High School level, speaking is one of the four basic skills which are taught to the students based on "*Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006", as the follow up of the previous curriculum (curriculum based competence) and those skills are also being taught in Junior High School level and relevance with the the curriculum now, curriculum of 2013. The goal of teaching speaking in junior high school based on curriculum 2013 is communicative competence (Department of Education 2004). It means that at the end of teaching and learning process, the students are able to communicate either in spoken or in written form.

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[2] Brown, Doughlas. 2000. *Principles of language Learning and Teaching (4th edition).* New York: Longman, pp. 35

Speaking is one of English skills that should be acquired by any level of students. It means that speaking is very important in communication because speaking is a proved for someone who could speak English well means that he or she could communicate with others in English. Of course, their ability in comprehending information in English would be shown through their speaking in communication. To deal with good communication, the mastery of speaking skills in English is a priority for many second language and foreign language learners and they also need to be able to pronounce phonemes correctly[3].

Speaking as a language skill which is developed in childhood preceded with listening skill, it means that speaking is the basic skill in learning language. Indeed, people mostly use language for communication, another expert says that speaking is talk or speaks[4]. Through speaking language learners would be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person based on his or her ability to speak fluently and comprehensively[5].

There are many kinds of subject in teaching and learning English, one of the basic language skills is speaking. Speaking is an interactive process which consists of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a

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[3] Richard, Jack C & Rodger, Theodore S. 1999. *Approaches and Method in Language Teaching: Communicative Language Teaching.* Cambridge University Press, pp. 112

[4] Brown, Doughlas. 2001. *Teaching by Principles: An Interactive approach to Language Pedagogy.* New York: Longman, pp. 14

[5] Thornbury, Scott & Slade, Diana. 2006. *Conversation: From Description to Pedagogy.* Cambridge University Press, pp. 10

second language and success is measured in terms of the ability to carry out a conversation in the language. The interaction in communication would not run smoothly if the speaker doesn't have the speaking ability. Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. In speaking, we must give attention to how the way we speech the word. There speech the word is called Speaking.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking[6].

Speaking is the important parts of English. Speaking is the way in which a language or particular word or sound is spoken. Speaking used to make the speaker speaks more fluency and easy to understand. Fluency could be thought of as the ability to keep going when speaking spontaneously. Fauzi[7] pointed out that mastering the aspect of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language.

There are some rules to pronounce the word in Speaking. And it also consists how the way we produced the word or the letter using our speaking

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[6] Brindley, Susan. 2005. *Teaching English.* New York: taylor and francis e-library, pp. 102

[7] Fauzi, Ahmad. 2012. *Productive Vocabulary Mastery and Speaking Ability for the Ten Students of MA NW Pancor in the School Year 2011/2012.* STKIP, pp. 10

organs. We could learn about it to make our speaking well. Speaking is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills. Sometimes how to measure the people's English speaking skill is looked from their Speaking and their fluency. We have to learn speaking to do mastering English well.

Learning English Speaking is not easy, especially for the Indonesian. We know that English in Indonesia is not being the primary language or the secondary language. So it would make the Indonesian has some difficulties and problems in learning Speaking. There some problem in learning Speaking, especially for Indonesian people in their school.

Based on the preliminary research that was conducted on 2nd untill 4th June 2015 in the classroom of first year students Junior high School at SMPN 36 Muko-Muko, it was found that there are some problems in teaching and learning Speaking at SMPN 36, Muko-Muko. The first, some of the students have low motivation in learning English. The second is the social background of the students. The students don't use English as their primary language. In their daily activities, because they use bahasa Indonesia to communicative with their family. It means that they do not use English, it makes them hard to pronounce the word or the letter in English. The lesson time, it was only two times per week the English lesson in school. The English material that was learned isn't focused on speaking, where the material is in integrative English. So they don't get enough time to learn about English Speaking. The third problem is about the teacher. Sometimes the teacher uses the bored technique

or method in teaching English. It makes the students don't pay attention to the teacher. The teacher usually English using Indonesian language, so the students couldn't learn and practice to pronounce the word. The teacher using English to communicate in teaching English, sometimes their Speaking is not true. They speak by themselves. In these are the real phenomenon that should be solved well. If those problems are not solved quickly, it would be horrified problems that would decrease students' speaking skill. From the facts above the researches is interested in solving those problems and improving the speaking ability of 7th grade students through video media of SMPN 36 Muko-Muko.

Video media is one of the tools that could help the teacher sends the materials to the students. The students catch the material by listening and watching. Media vedeo shows the animation picture and the sound that contains the material. Usually, the students are likely to get material by watching or listening than orally by the teacher. With this media, the students would be more interest in giving attention to the lesson.

Ampa et al[8] in their journal entitled *The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills* stated that there is reason to believe that video would be a helpful addition to usual Speaking teaching. Information processing theory suggests that by using both auditory and visual information a student is able to use dual-coding and access

[8] Ampa, Andi Tenri. *Et al.* 2013. The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education*. 1, (3), pp.293-304

information through multiple routes. In conclusion, video could help students to learn Speaking effectively.

Video media could help the students to improve their Speaking ability. This media shows the animation picture and audio that could be attending by the students. The students could give attention to the speaker's lips that shows in the video while listening to what the speaker said. With understanding the mimic and the Speaking, the students would be easier to pronounce the word. It also could help the students to know how to pronounce the word with the true way. Video media is one of the media that very effective to use in teaching English Speaking.

From the fact above, the researcher is interested in solving those problems and improving the speaking ability of first year students in junior high school of Muko-Muko through video media.

Based on the background of the study, the researcher take the title **"*Improving Students Speaking Ability by Using Video Media for Students of 7th Grade at SMPN 36 Muko-Muko*".**

B. Identification of The Problem

Based on the background above, the problems could be identified as follow:

1. Some of the students had low motivation in learning English.

2. The social background of the students. The students do not use English as their primary language.

3. The lesson time. It was only two times per week the English lesson in school. The English material that learnt is not focused on Speaking, the material is English commonly.

4. Sometimes the teacher uses the bored technique or method in teaching English. It makes the students don't pay attention to the teacher.

C. Research Question

Based on the background above, the problem of this research could be formulated as follow: "How can video media improve students' speaking ability at 7th grade students of SMPN 36 Muko-Muko in academic year 2015/2016?"

D. Research Objective

The objective of this research is to implement video media to solve students problems and improve their speaking ability at 7th grade students of SMPN 36 Muko-Muko in academic year 2015/2016"

E. Scope of the Research

This research is limited in implementing video media to solve students problems and improve their speaking ability at 7th grade students of SMPN 36 Muko-Muko in academic year 2015/2016"

F. Significant of the Study

This research hoped to be able to give contribution to help the English teachers to solve students problem in learning English particulary in teaching English speaking through video media and enrich their technique that could

be implemented in English classroom in order to improve the quality of English learning and teaching proces.

G. Definition of the Key Term

1) Speaking is a multifaceted construct that point out that this complexity derives from speaking being so ubiquitous in our daily language usage.

2) Media are all aids which may be used by teachers and learners to attain certain educational objectives.

3) Video presentation is interesting, challenging, and stimulating media to be watched. It also brings how people behave in culture whose language they are learning into the classroom. It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom.

CHAPTER II
LITERATURE REVIEW

Theoretical background involves overview of teaching English Speaking and the use of video media in teaching English.

A. Speaking

Speaking is one of important skills needed in speaking English. We could measure how fluent someone in speaking by his Speaking. Speaking has some definition.

Speaking is a productive skill that could be directly and empirically observed; those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse[9]. Speaking is the spoken sounds of vowels, consonants, and combination. We could take assumption from that statement that Speaking is how the way we speak the vowels, consonants, and the combination of it. We are able to learn how to produce the word correctly with learning speaking[10].

Speaking is a multifaceted construct. Thornbury and Slade[11] pointed out that this complexity derives from speaking being so ubiquitous in our daily

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[9] Brown, Doughlas. 2007. *Teaching by Principles: An Interactive approach to Language Pedagogy*. New York: Longman, pp. 14

[10] Hughes, Rebecca. 2006. *Spoken English, TESOL, and applied Linguistics: Challenges for Theory and Practice.* Great Britain: CPI Antony Rowe, pp. 12

[11] Thornbury, Scott & Slade, Diana. 2006. *Conversation: From Description to Pedagogy.* Cambridge University Press, pp. 35

language usage. In other words, speaking is so intertwined with daily interactions that it is difficult to define.

There are three functions of speaking skills, namely interaction, transaction, and performance functions. 'Interaction function' refers to what we normally mean by conversation and describe interaction which serves a primary social function, such as 'greeting' when people meet because they wish to be friendly and establish a comfortable zone of interaction with others[12].

B. Type of Speaking

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. There are various kinds of activities that could be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role plays, students' talks, discussion, and video media technique. In this study, the writer chooses Video Media as a technique to solve students' problems and improve their speaking skill because it could work with any levels[13]. With lower levels, give them a realistic context (especially if in an English speaking country) like shopping, and a realistic role (i.e. the customer, not the shop assistant) where all of them where shown in the form of video.

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[12] Richard, Jack C & Rodger, Theodore S. 2000. *Approaches and Method in Language Teaching: Communicative Language Teaching.* Cambridge University Press, pp. 20

[13] Harmer, Jeremy.1998. *How to teach English: an introduction to the practice of English language teaching.* New York: Logman, pp. 117

C. Function of Speaking

In speaking activity students are hoped to be able in communicating with other people because through speaking ability the students could express their ideas and know more about the information they need. The aim of implementing English speaking as daily language conversation in SMP N 36 of Muko-Muko is also to enable to learners to communicate in that language.

Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule[14] made a useful distinction between the interactional function of speaking (in which it serves to establish and maintain social relation), and the transactional function (which focus on the exchange of information). In this research, the researcher would explain three functions of speaking that usually used in both inside and outside classroom, especially in SMPN 36 of Muko-Muko based on Brown and Yule's framework of speaking.

a) Speaking as Interaction

This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When students meet their friends, they exchange greeting, engage in small talk, recount recent experiences about teaching and learning process in classroom, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on

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[14] Brown, Gillian & Yule, George. 2000. *Teaching the spoken Language*. Cambridge University Press, pp. 10

the message. Such exchange maybe either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule[15]. The main features of speaking as interaction could be summarized such as it has primarily social function, reflects role relationship, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many genetic words, uses conversational register, is jointly constructed some of the skills involved in using speaking as interaction, such as opening and closing conversation, choosing topic, making small talk, recounting personal incidents and experiences, turn-taking, using adjacency-pairs, interrupting, reacting to others.

Mastering the art of speaking as interaction is difficult and may not be priority for all students. However the students who do need such skill and find themselves in situation that requires speaking for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situation which call for this kind of speaking. This could be disadvantage for some learners where the ability to use speaking for conversation could be important. In this part, the researcher hopes the students in SMP N 36 of Muko-Muko could use English as the way to interact among them both inside and outside classroom.

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[15] Brown, Gillian & Yule, George. 2000. *Teaching the spoken Language*. Cambridge University Press, pp. 15

b) Speaking as Transaction

This type of speaking refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

Brown and Yule[16] distinguished between two different types of speaking as transaction. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said and received. Accuracy is not being a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services.

The main features of speaking as transaction such as it has primarily information focus, the main focus is the message and not the participants , participants employs the communication strategies to make themselves understood, there may be frequent question, repetitions, and comprehension checks, there may be negotiation and digression, linguistic accuracy is not always important.

Some of the skills involved in using speaking as transaction such as explaining a need or intention, describing something, asking questions, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing

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[16] Brown, Gillian & Yule, George. 2000. *Teaching the spoken Language*. Cambridge University Press, pp. 13

In this part, the researcher hopes the students in SMP N 36 of Muko-Muko could use English as the way to get transaction among them about giving and receiving information both inside and outside classroom.

c) **Speaking as Performance**

The third type of speaking which could usefully be distinguished has been called speaking as performance. This refers to public speaking, that is, speaking which transmits information before audiences such as morning conversation, public announcements, and speech.

Speaking as performance tends to be in the form of monolog rather than dialog often follows a recognizable format and is closer to written language than a conversational language. Similarly, it is often evaluated according to its effectiveness or impact to the listener, something which is unlikely to happen with speaking s interaction or transaction. Examples of speaking as performance such as, giving a class report about school trips, conducting a class debate, giving a speech welcome, presenting an article of a lesson.

The main features speaking as performance such as, there is a focus on both message or audiences, it reflects organization and sequencing, form and accuracy is important, language is more like written language, it is often monolog. Some of the skills involved in using speaking as performance such as, using an appropriate format, presenting information in appropriate consequences, maintaining audiences engagement, using

correct pronunciation or grammar , creating an effect on the audiences, using appropriate vocabulary, using appropriate opening and closing.

In this part, the researcher hopes the students in SMPN 36 Muko-Muko could perform their ability to communicate orally by using English both in daily communication or some events of English competitions.

D. Video Teaching Media

According to Brindley[17], media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, media could be specified in different ways. Brindley [18] listed a number of points of view from which media could be considered:

1) The nature of the information conveyed by the media (i.e. Linguistic and non linguistic information).

2) The channel of the information (auditory, visual, or audiovisual media).

3) The phases in the process of teaching and testing whether they are used for the presentation, repetition, and exploitation of learning material, or for testing.

4) The didactic function whether they are used to motivate learners, to convey information, or to stimulate free language use.

Teaching media is the instruments physically used to convey or bring the messages that contain instruction of teaching or lesson material a used in learning and teaching process. Teaching media is a tool that used to deliver

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[17] Brindley, Susan. 2005. *Teaching English.* New York: taylor and francis e-library, pp. 85
[18] Brindley, Susan. 2005. *Teaching English.* New York: taylor and francis e-library, pp. 87

message from the teacher to the students. The message contains information's, materials, and lessons.

Video media is one of media that could be use as the tool in learning and teaching process. There are many definitions of video media. According to the oxford dictionary, video is the recording, reproducing, or broadcasting of moving visual images. We could understand that video is the picture that is moved and taken from the record, video also has sound. We could hear and watch the information toward this media.

According to Rickeit & Strohner [19], audiovisual media (video) is hearing and view media as well as could be viewed and could also be heard. In spite of that theory, we could take conclusion that video is the media that produce visual and sound that could be watch and listen.

Richard& Rodger[20] stated that multimedia learning materials are the use of computer to present and combine text, graphic, audio, video, and animation with links and tools that let the users interact, create, and communicate.

Stempleski[21] in Richards & Renandya defined multimedia as the combination of various digital media types, such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.

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[19] Rickheit, Gert & Strohner, Hans. 2008. *Handbook of Communication Competence.* Berlin: Deutsche Nationalbibliothek, pp. 298

[20] Richard, Jack C & Rodger, Theodore S. 2000. *Approaches and Method in Language Teaching: Communicative Language Teaching.* Cambridge University Press, pp. 17

[21] Richard, Jack C & Renandya, Willy A. 2002. *Methodology in Language Teaching.* Cambridge University Press, pp. 364

In researcher's opinion, audiovisual (video) media is "the media that bring out the message or information through the sound and visual from examine video, cassette, film, etc". In spite of that statement, we could conclude that video is the media that tuse picture and sound to inform the message or information.

Ampa *et al*[22] in their journal titled *The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills* stated that there is reason to believe that video would be a helpful addition to usual Speaking teaching. Information processing theory suggests that by using both auditory and visual information a student is able to use dual-coding and access information through multiple routes. In conclusion, video could help students to learn Speaking effectively. They get two information directly, from the audio and also from the visual which appear in video. It really help the students. They could hear what the speaker say an also the speaker's mouth movement.

Stempleski[23] in Richards & Renandya also informed that a visual addition may also affect activation of auditory processing in the brain. It has been shown that a subject watching a person make speech-like mouth movements, even when there is no accompanying sound, is enough to activate the auditory cortex. We could conclude that visual could help the auditory

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[22] Ampa, Andi Tenri. *Et al.* 2013. The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education*. 1, (3), pp.293-304

[23] Richard, Jack C & Renandya, Willy A. 2002. *Methodology in Language Teaching.* Cambridge University Press, pp. 365

processing of the brain work smoothly. With visual in addition of auditoria could make us easy to catch the information that convey on the video. It was because we see what they have spoken toward the video.

E. Previous Research Finding

Beside of the literature that explained above, the writer conducts this thesis from the research before. The first, Mar'ah[24] with her thesis's title "*The Implementation of Teaching Listening by Using Audio Visual Media in SMPN 36 MUKO MUKO*". This thesis shows the effectiveness of teaching listening by using audio visual media. So, it made the researcher wanted to try to implement the audio visual media in teaching Speaking.

In this thesis the researcher explained detail about the video media in teaching listening. And the conclusion of those thesis is video media is able to be implemented and could improve the students listening skill. It could show the students' activeness, cooperativeness, and the students' achievement from the first until the end of the cycle. They are also following;

1) The use of video media in teaching speaking is suitable. It is because the students attract with the use of video media in their learning process.

2) The students' speaking achievement could be improved by using video media. In this case, the writer knows that the result of the students' achievement.

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[24] Mar'ah, Tarfiyatul. 2008. *The Implementation of Teaching Listening by Using Audio Visual Media in SMPN 36 MUKO MUKO.* Muhammadiyah University of Bengkulu: Unpublished Thesis, pp. 30

This thesis has some weaknesses. The first is about its structure. There are many fragment sentences, so it makes the reader not easy to understanding the contents of the thesis. The next is about the explanation. The researcher explanation in this thesis is few complicated. It makes the reader be confused when they understanding the thesis' contents.

In contrast from the weaknesses, this research also has strengths. This thesis consist full of research contents, it makes the reader which is being learn about how though construct the thesis could be learn optimally by this thesis. It could be the reference for the new thesis constructor. Almost of all arguments in this thesis is based on the theory, not just at random. So it makes the reader attracts to continue to read the thesis.

Second, Ampa *et al*[25] on their international journal entitled: *The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills.* In this research, the problems investigated were to what extent the practicality of the multimedia learning materials was. This was gathered from the lecturers' and the students' responses. Similarly, it also investigated the effectiveness of the multimedia learning materials for teaching speaking skills. It was concluded that the use of multimedia learning materials in teaching speaking skills was practical and effective. The similiratity this research and the research that conducted by the researcher in

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[25] Ampa, Andi Tenri. *Et al.* 2013. The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education*. 1, (3), pp.293-304

in the form of using multimedia in teaching speaking in order to improve students' speaking ability and solve their problems in speaking.

The difference between Ampa et al' research and this research is they using experimental research design in order to know the effectiveness of multimedia in teaching speaking. But in this research, the researcher using Classroom Action Research in order to solve students' problems and improve their speaking ability through Video Media.

CHAPTER III
METHODOLOGY

A. Research design

The method would be used in this research was classroom action research. According to Arikunto[26], classroom action research was a research activity performed in class, to solve students' problems. The researcher would conduct the research in the classroom because the researcher believes that speaking problems that occurs in SMP environment especially in first year students of junior high school at SMP N 36 of Muko-Muko could be overcame through classroom atmosphere.

The researcher would be helped by a collaborator. The collaborator is an English teacher of junior high school at SMPN 36 school of Muko-Muko. The collaborator would conduct as the observer who would observe the effectiveness of the strategy that applied by the researcher during the process of teaching and learning in the classroom, students' activeness and self-confidence during learning process.

The research would be conducted in one cycle. If the first cycle was failed, the researcher would continue it as revision cycle with the second cycle and so forth. The cycle would be conducted in four meeting where the approach that used by the researcher would be implemented repeatedly and simultaneously in order to solve student's problems in learning English speaking and improve their ability

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[26] Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta, pp. 12

to perform English orally. The model of classroom action research that would be used by the researcher is Kemmis and and Mc Taggart' model Latief[27].

Reconnaissance
(Assessing classroom problems)

Reflection

Observation   Plan

Action

Reflection

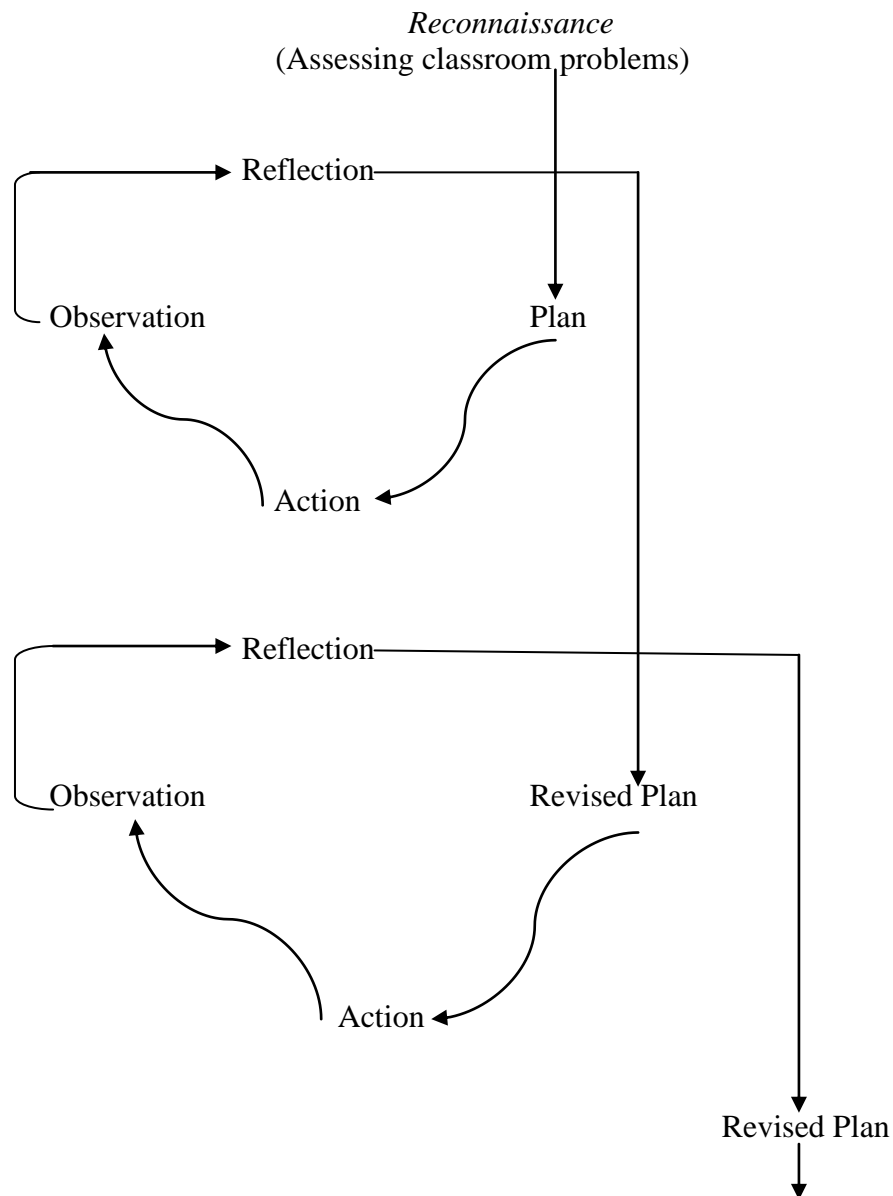Observation   Revised Plan

Action

Revised Plan

Figure 1. The Action Research Spiral of Kemmis, S., Mc Taggert R. (1998)

Based on the figure above, the researcher would start the research from a planning, but before doing a plan, the researcher would begin with an observation.

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[27] Latief, M Adnan. 2012. *Research Methods on Language Learning: An Introduction.* Malang: UM Press, pp. 146

In observation, the researcher would identify the problems that encountered by the students during learning English in classroom. After observing in classroom, the researcher would reflect the results of the observation and make planning of the research. After having the plan of the research, the researcher would implement that planning in teaching and learning activity in classroom. While the implementation of Video media Teaching approach conducting in classroom, the researcher would observe the learning progress in classroom both in students' improvement of speaking ability and the effectiveness of Video media Teaching approach in solving students' problems. After collecting the data through observation, the researcher would reflect the result of the implementation and plan for the next action and so forth.

B. Research Setting and Subject

This research would be conducted in the first year students of junior high school at SMPN 36 Muko-Muko, which is located in Muko-Muko, Bengkulu. The researcher chose this class because the students in this classroom have low ability in speaking ability and English teaching and learning in classroom.

Figure 2. First year students of religious senior high school at of Junior high school at SMPN 36 of Muko-Muko

First year students of Junior high school at SMPN 36 of Muko-Muko	Male	Female
VII A	10 Students	15 students

In conducting this research, the researcher would ask for helped to English teacher Junior high school at SMPN 36 of Muko-Muko especially during in classroom, where the researcher would do this research. In this research, the researcher becomes an actor in teaching and learning English in classroom and English teacher as a collaborator. For this research, the researcher conducted the research on July 28th until August 28th 2015 in of junior high school at SMPN 36 of Muko-Muko.

C. Preliminary Research

Preliminary researcher was conducted on 2nd untill 4th June 2015 in the classroom of first year students Junior high School at SMPN 36 Muko-Muko. In this preliminary research, the researcher would be helped by collaborator to find exact problems that encountered by the students and score that achieved by the students in term of their speaking ability before implementing Video media teaching approach.

D. Research Procedure

This research would be composed in one cycle, if the cycle was fail, the researcher would continue it with second cycle and so forth. The researcher was started with problem identification in teaching learning process on preliminary

researcher before the research is conducted, in which the researcher found the students' achievement of their speaking ability.

Before implementing Video media teaching approach within English teaching and learning in classroom, the researcher made a plan for the first cycle. According to Latief[28], planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. In the planning stage, the researcher would use Video media teaching approach as an approach that could solve students' problems in performing English speaking. The researcher also prepares lesson plan, English instruments and media that would be used during the implementation of Video media teaching during teaching and learning process in classroom. In addition, the researcher would also decide the criteria of success.

After prepare everything in planning, the researcher would try out the strategy. In implementing the strategy, the researcher would be helped by collaborator to see how much the strategy that is being implemented could solve students' problem in English speaking during teaching and learning process in classroom. While process of trying out Video media teaching, the researcher and collaborator observe the effectiveness of strategy by collecting data in term of solving students' problems during teaching and learning activity in the classroom. After collecting the data, the researcher analyzed the data in order to reflect how well Video media teaching approach solve students' problems by comparing the data with the criterion of success that has been decided before.

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[28] Latief, M Adnan. 2012. *Research Methods on Language Learning: An Introduction.* Malang: UM Press, pp. 148

1) Planning

After having preliminary research and found the real problems that encountered by the students in their speaking ability, the researcher come to planning stage. In this stage, the researcher prepares all things that concerning with the implementation of Video media teaching to solve students' problem and improve their speaking ability. The preparation in planning consists of developing teaching strategy, preparing instructional teaching materials and media for teaching and learning activities, and deciding criteria of success.

a) Teaching strategy

In conducting the research, the researcher used Video media teaching approach as a strategy of teaching English. Video media teaching is a strategy that would be applied towards the students in teaching and learning activities in classroom to find how well Video media teaching could solve students' problems and improve their speaking ability among their both inside and outside classroom. In general procedures in implementing Video media Teaching, learning activities in video media teaching should attempt to the real speaking performance with variety of language without too focus on form of grammatical patterns. Therefore, in implementing this teaching approach, the researcher divide several steps in order to find the efficiency of teaching English speaking and those steps are shown in this following table:

No	Stages	Activities
1	Pre speaking	1. Warming up
		a. Brain storming activity. Asking the

		students about activity that usually done in daily activity b. Introducing topic of teaching material c. Explaining the aim of teaching material d. Explaining the procedure of learning activity by implementing Video media Teaching e. Questioning about things that related to the topic
2	Whilst speaking	2. Implementing Video media Teaching a. Modeling : presenting the model of implementing Video media Teaching by asking students to make a group b. Grouping the students c. Presenting the material that consists of vocabulary and learning materials d. The implementation of Video media Teaching - Building on sentences - Combining the idea and learning material to be good contents of speaking - Asking the students to perform their speaking ability either in group or

		individual
3	post speaking	3. Test a. Performing English speaking in group and individually in front of the class b. Correcting students' mistakes in order to make them understand about correct form of target language

Table I. Table of Teaching's Steps in Each Cycle

In addition, the lesson plan comprises standard of competence, basic competence, indicators, time allotment, instructional objective, instructional materials, instructional procedures, source and media, and assessment. Besides preparing lesson plan, the students would be divided into groups. The decision of making a group is to avoid the students from imitating their friends' speaking contents. It is also important to activate the students' involvement in speaking activity during teaching and learning process in classroom.

b) Teaching Instructional Media and Materials

The instructional media and materials play significant role in supporting the success of teaching and learning process in the classroom. In implementing Video media Teaching, the researcher used laptop, LCD, sets of speaking topics and materials that taken from texts book and internet, and tape recorder.

Laptop and LCD would be used to display the materials that are being learned. Sets of speaking topics and materials would use to facilitate the students in teaching and learning process with various information in order to support their

speaking performance. Tape recorder would be used to record students speaking briefly, by various media in teaching and learning process could be more challenging and interesting.

c) Criteria of Success

The decision of criteria of success in this research is based on the objective of this research which is emphasized on the product of English teaching and learning which was to solve students' problems in speaking and improve their speaking ability both inside and outside classroom. According to Latief[29], the success of an English instruction is not only measured with the achievement in learning English skill as indicated by score but also English instructional strategy that creates classroom atmosphere that give students joyful learning experience could motivate students to sustain life-long self-learning. Therefore, in this research there are two criteria of success.

The first criterion of success is analyzed from the decrease of students' problem in speaking. The students are able to overcome their speaking problems when perform it both individually and group. The second criterion of success is analyzed from students' score of speaking performance both individually and group either in front of the class or within their group. If the average score of the students' speaking ability was 75, it means that the students' speaking ability in term of their proficiency in producing English orally was improved through the applied media.

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[29] Latief, M Adnan. 2012. *Research Methods on Language Learning: An Introduction.* Malang: UM Press, pp. 148

In order to support this research, the researcher used some instruments and those instruments are English videos, speaking assessment, field note, questionnaire, observation sheet, and documentation.

d) Speaking Assessment

According to Trianto[30], test was a process to measure students' ability and knowledge about material that was given, competence, intelligence and talent that could belong to individual or group. Tests may be contracted primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language. In this researcher, the researcher used speaking assessment to record the result of speaking performance during the teaching and learning process in classroom through the implementation of Video media teaching approach.

For the category of speaking test, the researcher would assess based on students' comprehensibility, accuracy, and fluency in speaking based on Ur[31]. For further explanation about scoring, the researcher illustrated it as follow:

No	Criteria	Indicator	Interval
1	Very Good	Students' speaking performance consists of good understanding about what they were talking about, accurate and fluent in performing English speaking	85-100

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[30] Trianto. 2011. *Penelitian Tindakan Kelas*. Jakarta: Prestasi Pustakaraya, pp. 62
[31] Ur, Penny. 2000. *A Course in Language Teaching*. Cambridge University Press, pp. 135

2	Good	Students' speaking performance of good understanding about what they were talking about, few error about the accurateness and fluentness in performing English speaking	75-84
3	Average	Students' speaking performance consists of good understanding about what they were talking about, some errors about accurateness and fluentness in performing English speaking	60-74
4	Poor	Students' speaking performance consists of poor understanding about what they were talking about, lot of error about accurateness and fluentness in performing English speaking	40-59
5	Very Poor	Unclear meaning	0-39

Table II. Table of Speaking Assessment in Each Cycle

e) Field Note

Filed note was taken the researcher conducted the researcher in classroom. The score of data is from students' activities during teaching and learning process in classroom. This filed note was also used to reflect the next meeting. The form of filed note was illustrated as follow:

Field Notes

Grade   :

Data   :

Meeting   :

Collaborator

f) Observation Sheet

In this research, the observation sheet was used by the collaborator to observe the learning progress in classroom both in students' improvement of speaking ability and the effectiveness of Video media teaching approach in solving students' problems. This data helped the researcher to consider while observing data. The form of filed note was illustrated as follow:

Observation Sheet

No	Activity	Number of students
1	Students who tried to express their idea	
2	Students who followed the activity actively	
3	Students who are willing to work together	
4	Students who has no fear in making mistakes	
5	Students who are able to helped other students in teaching and learning process	
6	Students who are brave to speak individually in front of the class	
7	Students who have good self confidence	
8	Students who ask the question	
9	Students who tried to answers the question	

Muko-Muko,………..2015

Collaborator

g) Documentation

The documentation would be in form photos. The purpose of this was to show the activities that done by the students during teaching and learning process of Communicative.

2) Implementing

In this research, the researcher being an teacher to implement Video media Teaching in teaching and learning activity in classroom where each cycle consisted of four meeting while the collaborator was an assistant and the rater of students English speaking performance in order to keep the reliability of the grade or the score that achieved by the students. Generally, the procedures of implementation of Video media teaching approach in teaching and learning activity in classroom was illustrated in planning stage above.

3) Observing

In teaching and learning process, there were some activities to e observed. In this research, the researcher conducted the observation and test for collecting data and saw how well Video media teaching solves students' problems while implementing this research. In addition, to see how many students who were active in joining the lesson during teaching and learning process, who had good self-confidence, and how the result of the speaking test was in order to see the improvement of students' speaking ability.

a)   Observation

In this research, the collaborator helped the researcher to observe students progresses during teaching and learning process in each meeting. The collaborator

also recorded the students' activities using observation sheet and helped the researcher to pay attention in implementing the strategy. In addition, the researcher also used field note to record anything that related to the strategy implementation in classroom.

b) **Test**

In this research, the researcher conducted the test to see effectiveness of Video media teaching to solve students' problems in speaking and to see the improvement of students' ability in speaking performance either individually or in group.

4) Reflecting

In this stage, the researcher evaluates the effect of implementing Video media teaching that had been implemented during the implementation or action. The data that had been collected in observation stage was collected and analyzed. The result was reflected based on the criteria of success that had been decided before. When the implementation of Video media teaching approach reached the target of criteria of success, it means that the research was stop. But, when the implementation of Video media teaching approach did not reach target of criteria of success yet, it means that the research must be continued to the next cycle and so forth.

E. Data Analysis Technique

In analyzing the data, the recearcher used the data of pre-assessment, and cycles, both qualitative and quantitative data. After geting the data , the recearches analyzed the data by evaluating and comparing the result from each cycles to

know whether Video Media improves the students speaking ability or not. Besides that, to suport the data analysis to find student's percentages,the researches used the following formula[32]:

$$P = \frac{F}{N} \times 100\%$$

Note

P: Percentage of the student's speaking ability

F: Total number of the students in certain catagories

N: Total number of students

The presentage of the students score the calculation would be consultad to interval of five scale presentages as below[33]:

Interval	Qualification
85-100	Excellent
75-84	Good
60-74	Average
40-59	Low
0-39	Very low

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[32] Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta, pp. 235-236

[33] Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta, pp. 238

CHAPTER IV

RESEARCH FINDING AND DISCUSSSION

A. Data Description

For further detail and explanation, we could see the following explanations about the processes and results of teaching and learning of speaking ability in each cycle in order to observe the effectiveness of Video media in improving students' speaking ability in SMPN 36 Muko-Muko. For this research, the researcher conducted the research on July 28th until August 28th 2015 in SMPN 36 Muko-Muko.

1. Pre-Assessment

Before doing the actions in each cycles, the researcher gave the pre-assessment to know the speaking ability of students in speaking activity. In doing the pre-assessment, the researcher didn't use Video media and the researcher taught the students as the teacher usually did. Then the researcher asked the students to speak in their seat and also in front of the class both individually or in pair about asking for clarification (question words). But the students were not active in teaching and learning process of English subject.

Most of them were passive in speaking; the frequency of their speaking is very low. From the pre-assessment, the researcher got the result as follow (see appendix 1):

NO	VALUE	STUDENTS	PERCENTAGE
1	Very Low	11 Students	44%
2	Low	9 Students	36%
3	Average	5 Students	20%
4	Good	0 Student	0%
5	Excellent	0 Student	0%

Table III. The percentages of students score in pre-assessment

Based on the table, it showed that 44% of students or 11 students were very low in speaking, it because of the problems such as their low motivation to speak, don't have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, etc, and 36% of students or 9 students were low in speaking, it because of the problems such as the students who still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, etc, 20% of students or 5 students were in average, it because of the problems such as the students who unable to speak well that caused of difficulties in expressing their ideas, and there was no student who good and very excellent in speaking, and it was because of the totality of students had low motivation to speak, don't have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak and unable to speak well caused of difficulties in expressing their ideas. Besides that, the teaching technique and method that applied before were not interest, and motivated students to learn

actively and effectively. To get clear information of students' percentages for their skill in speaking activity, we could see the following chart:

Chart 1. The Percentages of Students' Speaking Skill in Pre-assessment
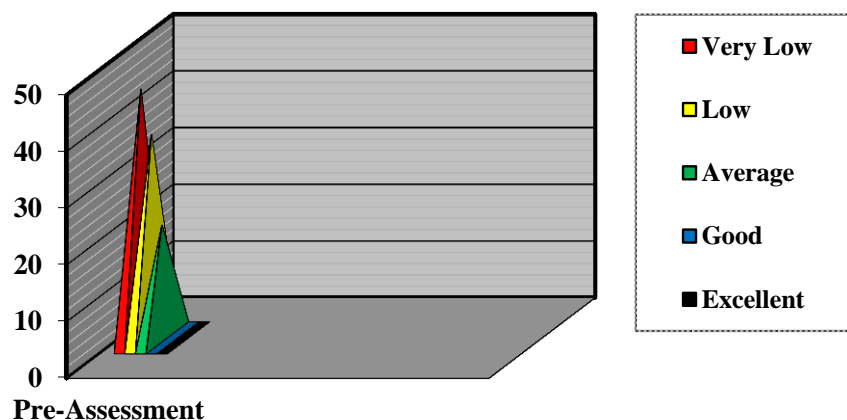
From the explanation above, it could be concluded that the students ability in speaking still low or less active. It was caused by some problems that inhibit the students to speak. By knowing the problems of students in speaking, the researcher felt that it was needed an appropriate English teaching technique or method to improve students' ability in speaking. So, the students' abilities in speaking would be better, and their motivation would also increase to speak both inside and outside classroom with their friends.

2. **Cycle 1**

   a. **Planning**

   After seeing the result of students' speaking ability in the pre-assessment, the researcher prepared English teaching material about descriptive text in the form of video and some supplementary materials which taken from the combination English materials of English books for seventh

grade, such as Let's talk (publisher: pakar raya), Interactive English (publisher: Yudhistira), English on sky (publisher: Erlangga) that used to support students' understanding. But, the Video is the core material or instrument that would be used in teaching and learning process.

b. Action

After preparing English teaching material and the instrument that would be used in action 1, the researcher did the action with the procedures below:

1. The researcher greeted and checked the students' attendance list.

2. The researcher gave brainstorming about English material that would be taught before come directly to the material in teaching and learning process.

3. The researcher displayed English materials to the students in the form of video

4. The researcher explained about the material orally in several minutes to the students by using Video media.

5. The researcher asked the students to comprehend the material with their partners based on the explanation that delivered by researcher that existed in the supplementary materials of book.

6. The researcher asked the students to practice orally about the material with their partners in front of the class.

7. The researcher monitored the students' activities.

8. While students doing those activities, the researcher monitored them and

wrote the   result of students' speaking ability

9. The researcher motivated the students to speak as well as possible in next meeting and gave opportunity to students to ask about material which they didn't understand yet.

c. Observation

During the process of action 1, the researcher also did the observation through observation sheet with English teacher in SMPN 36 Muko-Muko. Through this observation, the researcher and English teacher found little progresses that are showed by the students. But, the researcher and English teacher also still found some students who still shy and afraid to speak in front of the class. This was occurred because of the students didn't accustom yet with the teaching media.

d. Reflection and Evaluation

From action 1, the researcher marked that Video media is quite effective to improve students' speaking ability especially in SMPN 36 Muko-Muko. It could be seen on the result of cycle 1 which is better than the result in pre-assessment. The result of cycle 1 could be seen through the table (see appendix 2):

NO	VALUE	STUDENTS	PERCENTAGE
1	Very Low	10 Students	36%
2	Low	7 Students	32%
3	Average	6 Students	24%
4	Good	2 Student	8%
5	Excellent	0 Student	0%

Table IV. The percentages of students score in cycle I

Through the result above we could see that 36 % of the students or 10 students were very low in their speaking it because of some students who still have the problems such as their low motivation to speak, feeling shy when they spoke in front of their friends, don't have enough vocabularies to express their ideas, etc, but in this cycle we could see that Video media could minimize students' problems who were very low from 44% or 11 students to 36% or 10 students, 32 % of the students or 7 students were low in their speaking, it because of some students who still have the problems such as still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, etc, but in this cycle we could see that students could minimize their problems in speaking through Video media, 24% of the students or 6 students were average in their speaking, the students were familiar with the method that applied by researcher and tried to speak better, 8% of the students or 2 students were good in their speaking, it because the students were motivated to speak as much and good as they could and there was no student who was excellent in speaking, it because of the problems such as mentioned before treatment. To get clear information of students' percentages for their skill in speaking activity, we could see the following chart:

Chart 2. The Percentages of Students' Speaking Skill in Cycle 1
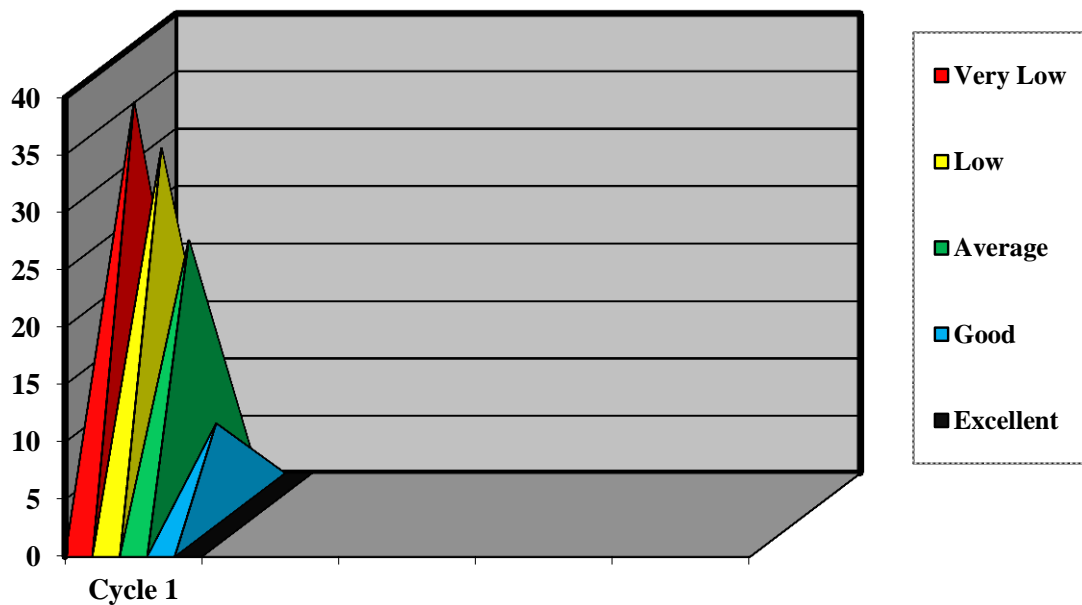
By this result in cycle 1, the researcher felt that Video media was good for students, and must be applied in teaching and learning process to get better result in next time, because the students were very interested in. In another side, the condition of the students, such as their motivation, interest, brave, and self-confidence must be increased well. Because the researcher still found the problems about the aspects above on students such as they were shy to speak, still rigid to express their ideas in speaking, some of them have lack of English vocabularies, etc, when they practiced their speaking in both inside and outside classroom with their friends to practice their ability in speaking. Therefore, the researcher should go to the next cycle.

3. Cycle 2

a. Planning of Cycle 2

After seeing the result in cycle 1, the researcher prepared again English teaching material to improve students speaking ability in cycle 2. The researcher believed that students' ability in speaking would be better through Video media. English teaching material was used in cycle 2 was about asking for clarification which in the form of video and some supplementary materials which taken from the combination English materials of English books for seventh grade, such as Let's talk (publisher: pakar raya), Interactive English (publisher: Yudhistira), English on sky (publisher: Erlangga) that used to support students' understanding. But, the Video is the core material that would be used in teaching and learning process..

b. Action

After preparing English teaching material and the instrument that would be used in action 2, the researcher did the action with the procedures below:

1. The researcher greeted and checked the students' attendance list.

2. The researcher gave brainstorming about English material that would be taught before come directly to the material in teaching and learning process.

3. The researcher displayed English materials to the students in the form of video

4. The researcher explained about the material orally in several minutes to the students by using Video media.

5. The researcher asked the students to comprehend the material with their partners based on the explanation that delivered by researcher that existed in the supplementary materials of book.

6. The researcher asked the students to practice orally about the material with their partners in front of the class.

7. The researcher monitored the students' activities.

8. While students doing those activities, the researcher monitored them and wrote the result of students' speaking ability

9. The researcher motivated the students to speak as well as possible in next meeting and gave opportunity to students to ask about material which they didn't understand yet.

c. Observation

During process of action 2, the researcher also did the observation with English teacher in SMPN 36 Muko-Muko. The researcher and English teacher observed the students activity in the classroom, especially their speaking activity in front of the class through observation sheet. Through the observation of action 2, the researcher and English teacher found better progress of students' speaking ability than cycle 1, the researcher and English teacher saw that there were some progresses that are showed by the students, such as their activeness in speaking, their motivation in learning English, and they felt more interested with the applied of English teaching media. In the other hand, the researcher and English teacher also found some problems during action 2, it because of there were some students who are not focus yet,

and the condition of the classroom was rather noisy. Then, the researcher tried to control the students' activity by asking them to focus on the activity of learning. Through this condition, the researcher felt that the monitoring and controlling of the students might be improved again on the next cycle to get better situation and results.

d. Reflection and Evaluation

As mentioned in the observation above that there were some progress that showed by students in cycle 2, even there were still problems that found by researcher. The result or progress that reached by students in cycle 2 could be seen in the following table (see appendix 3):

NO	VALUE	STUDENTS	PERCENTAGE
1	Very Low	5 Students	20%
2	Low	5 Students	20%
3	Average	11 Students	44%
4	Good	4 Student	16%
5	Excellent	0 Student	0%

Table V. The percentages of students score in cycle II

The table above showed there were some progresses of students' speaking skill. There was significant different percentage in cycle 2 than in cycle 1, which there was 20% of students or 5 students who was very low in speaking activity, it because the students tried minimize all the problems that they felt in pre-assessment and cycle 1, 20% of them or 5 students were still low in speaking, 16% of them or 4 students were good in speaking activity,

even though there was 44% of them or 11 were average in speaking activity, and there was no student who excellent in speaking yet, it because most of students still have the problems such as their motivation, interest, braveness, and self-confidence in speaking. To get clear information of students' percentages for their skill in speaking activity, we could see the following chart:

Chart 3. The Percentages of Students' Speaking Skill in Cycle 2
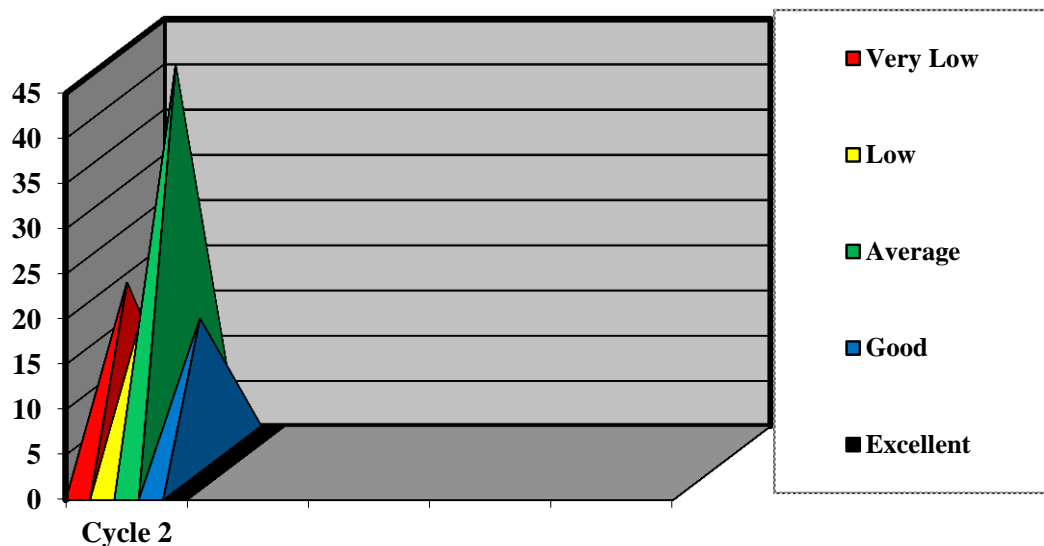
Considering with the result above, the researcher have to improve English teaching media or instrument again that would be used in teaching and learning process in next cycle. Besides that, the researcher must manage well the condition of the classroom activeness and motivate the students to be better in the next cycle.

4. **Cycle 3**

   a. **Planning**

   After finishing cycle 1 and cycle 2 and seeing the result of students' speaking ability in each cycles, the researcher prepared English teaching material for cycle 3 about giving instruction which in the form of video and some supplementary materials which taken from the combination English materials of English books for seventh grade, such as Let's talk (publisher: pakar raya), Interactive English (publisher: Yudhistira), English on sky (publisher: Erlangga) that used to support students' understanding as well as its test. But, the Video is the core material that would be used in teaching and learning process..

b. **Action**

   After preparing English teaching material and the instrument that would be used in action 3, the researcher did the action with the procedures below:

1. The researcher greeted and checked the students' attendance list.

2. The researcher gave brainstorming about English material that would be taught before come directly to the material in teaching and learning process.

3. The researcher displayed English materials to the students in the form of video

4. The researcher explained about the material orally in several minutes to the students by using Video media.

5. The researcher asked the students to comprehend the material with their

partners based on the explanation that delivered by researcher that existed in the supplementary materials of book.

6. The researcher asked the students to practice orally about the material with their partners in front of the class.

7. The researcher monitored the students' activities.

8. While students doing those activities, the researcher monitored them and wrote the   result of students' speaking ability

9. The researcher motivated the students to speak as well as possible in next meeting and gave opportunity to students to ask about material which they didn't understand yet.

c. Observation

During the observation in this cycle, the researcher and English teacher found that all of the students tried to show their best ability in expressing English material orally and test that given in the last session. The students were very active and serious to speak during learning process. Their motivation and interest were better than last cycle. They began to understand how to speak well and prevent their problems during speaking. During this cycle, there was no serious problems that faced by students in speaking activity even still there were some problems occurred.

d. Reflection and Evaluation

The result of students' speaking ability at this cycle was rather

satisfied. Because, there were some significant improvements of students' speaking ability, such as their interest in learning and speaking, their motivation which was increased well, their participation in speaking activity, etc. that really different with the result at the pre-assessment, cycle 1 and cycle 2. The result of students' speaking ability in cycle 3 could be seen at the table (see appendix 4):

NO	VALUE	STUDENTS	PERCENTAGE
1	Very Low	1 Students	4%
2	Low	2 Students	8%
3	Average	14 Students	56%
4	Good	5 Student	20%
5	Excellent	3 Student	12%

Table VI. The percentages of students score in cycle 3

Through the result above, we could see that students' speaking ability improved effectively than actions in the cycles before. The result above shows that the percentage of very low students in speaking was only 4% or 1 student, the percentage for low students in speaking activity was only 8% or 2 students, it indicated that the students could solve their problems such as mentioned above in speaking activity well, where average students in speaking increased into 56% or 14 students, 20% of students or 5 students increased to be good students in speaking activity than 16 % or 4 students in cycle 2 and 12% of students or 3 students were excellent in speaking activity

during learning process. It means that most of the students were active in cycle 3 and its test. To get clear information of students' percentages for their skill in speaking activity, we could see the following chart:

Chart 4. The Percentages of Students' Speaking Skill in Cycle 3

Cycle IV
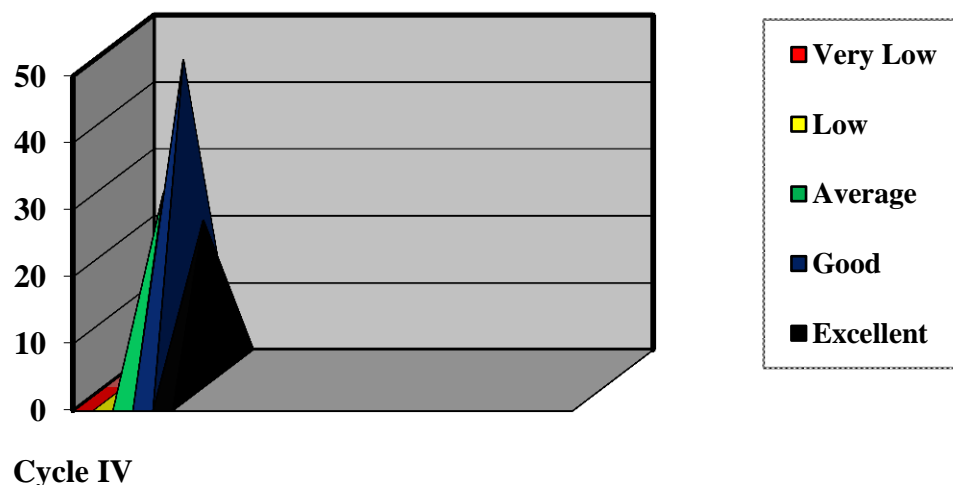
Based on the result above, the researcher and English teacher saw there were significant improvements in students' speaking activity, especially their skill in speaking where most of them could manage their problems well during speaking activity. But in another hand, some of students still try to be better in speaking where they were still nervous when they communicated with their other friends. Therefore, the researcher would conduct cycle IV to see final results of students in speaking activity and reach the indicator of success which mentioned in chapter III.

5. Cycle 4

Planning

After the researcher finished the cycle 1 until cycle 3, the researcher did the cycle 4 to see final results of students in speaking activity and reach the indicator of success. Before doing the cycle 4, the researcher also provided English material to be tested. The material was about procedure text in the form of video and some supplementary materials which taken from the combination English materials of English books for seventh grade, such as Let's talk (publisher: pakar raya), Interactive English (publisher: Yudhistira), English on sky (publisher: Erlangga) that used to support students' understanding. But, the Video is the core material that would be used in teaching and learning process.

Before doing this cycle 4, the researcher motivated the students to speak as well as they could and asked them to show their best skill in speaking.

a. Action

After preparing English teaching material and the instruments that would be used in this cycle 4, the researcher did the action with the procedures below:

1. The researcher greeted and checked the students' attendance list.
2. The researcher gave brainstorming about English material that would be taught before come directly to the material in teaching and learning process.

3. The researcher displayed English materials to the students in the form of video

4. The researcher explained about the material orally in several minutes to the students by using Video media.

5. The researcher asked the students to comprehend the material with their partners based on the explanation that delivered by researcher that existed in the supplementary materials of book.

6. The researcher asked the students to practice orally about the material with their partners in front of the class.

7. The researcher monitored the students' activities.

8. While students doing those activities, the researcher monitored them and wrote the result of students' speaking ability

9. The researcher motivated the students to speak as well as possible in this last cycle and gave opportunity to students to ask about material which they didn't understand yet.

b. Observation

During the observation in this cycle 4, the researcher and English teacher found that all of the students tried to show their best ability in expressing English material orally and test that given in the last session. The researcher and English teacher observed the students activity in the classroom, especially their speaking activity through observation sheet. The students were very active and serious during cycle 4 process. Besides that, the researcher also motivated the students to speak as well as they

could in front of the class with their partner. Because, the researcher hoped the students could increase their skill in speaking through this video media. Furthermore, the researcher did not find the serious problems in this activity of speaking. The process of this cycle 4 was running well as well as the researcher wanted.

c. **Reflection and Evaluation**

The result of students' speaking ability at this cycle 4 was really satisfied. Because, there were some significant improvements of students' speaking ability, such as their interest in learning and speaking, their motivation which was increased well, their participation in speaking activity, etc, that really different with the result at the pre-assessment, cycle 1, cycle 2 and cycle 3. The result of students' speaking ability could be seen at the table (see appendix 5):

NO	VALUE	STUDENTS	PERCENTAGE
1	Very Low	0 Students	0%
2	Low	0 Students	0%
3	Average	7 Students	28%
4	Good	12 Student	48%
5	Excellent	6 Student	24%

Table VII. The percentages of students score in cycle 4

Through the result above we could see that students' speaking ability improved effectively than actions in the cycles before. The result above showed that the percentage of average students in speaking increased into

28% or 7 students, 48% of students or 12 students increased to be good students in speaking activity than 20 % or 5 students in cycle 3, 24% of students or 6 students were excellent in speaking activity and there were no students who very low or low in speaking activity during cycle 4 process. It means that most of the students were active in cycle 4. To get clear information of students' percentages for their skill in speaking activity, we could see the following chart:

Table 5. The Percentages of Students' Speaking Skill in Cycle 4

Cycle IV
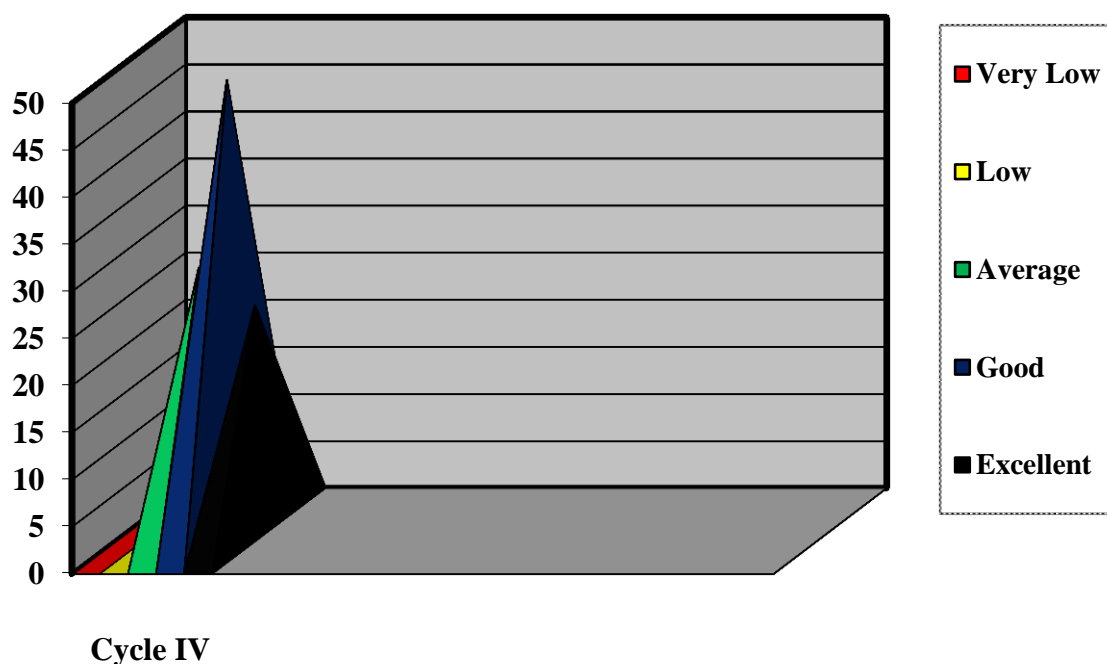
If we compared with the result in pre-assessment, there was significance different of result both cycle 4 and pre-assessment. In pre-assessment, most of students have some problems that made them felt difficult in speaking, such as low motivation to speak, don't have enough

vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas. In addition, the teaching technique and media that applied before were not interest, and motivated students to learn actively and effectively. On the contrary, in cycle 4, most of students could minimize the problems that they faced in pre-assessment and cycles before due to their interesting with English video as teaching media.

Based on the explanation above, it could be concluded that Video media was very effective in improving students' speaking ability for the first year students in SMPN 36 Muko-Muko and also could minimize the problems of students in learning English speaking.


B. Data Analysis

The analysis of this research was conducted through observation and evaluation of students' speaking result in each cycle, including pre-assessment and all cycles. Through each cycle, we could see that students have been studying hard in improving their speaking skill through Video media; they tried to show their best performance in speaking when teaching and learning process of English conducted in classroom. The results in each cycles showed that Video media was very effective in improving students' speaking skill in SMPN 36 Muko-Muko. It could be seen through the result of students' speaking skill in each cycle. The complete result could be seen and compared in following table:

Cycles	The Qualification of Students Speaking Skill				
	Very Low	Low	Average	Good	Excellent
Pre-assessment	44 %	36 %	20 %	0 %	0 %
Cycle 1	36 %	32 %	24 %	8 %	0 %
Cycle 2	20 %	20 %	44%	16 %	0 %
Cycle 3	4 %	8 %	56 %	20 %	12 %
Cycle 4	0 %	0 %	28 %	48 %	24 %

Table VIII. The Percentages of Students' Speaking Skill in All Each Cycles

Based on the table above, we could see that the percentages of students' speaking skill were improved in each cycle. The result of students' speaking was always positive and increased well, the improvement of students' speaking skill occurred from pre-assessment until cycle 4. It indicated that Video media was effective to improve students' speaking skill in SMPN 36 Muko-Muko and decrease their problems. To get clear information about the improvement of students' speaking ability, we could see the following chart:

Chart 6. The Percentages of Students' Speaking Skill in All Each Cycles
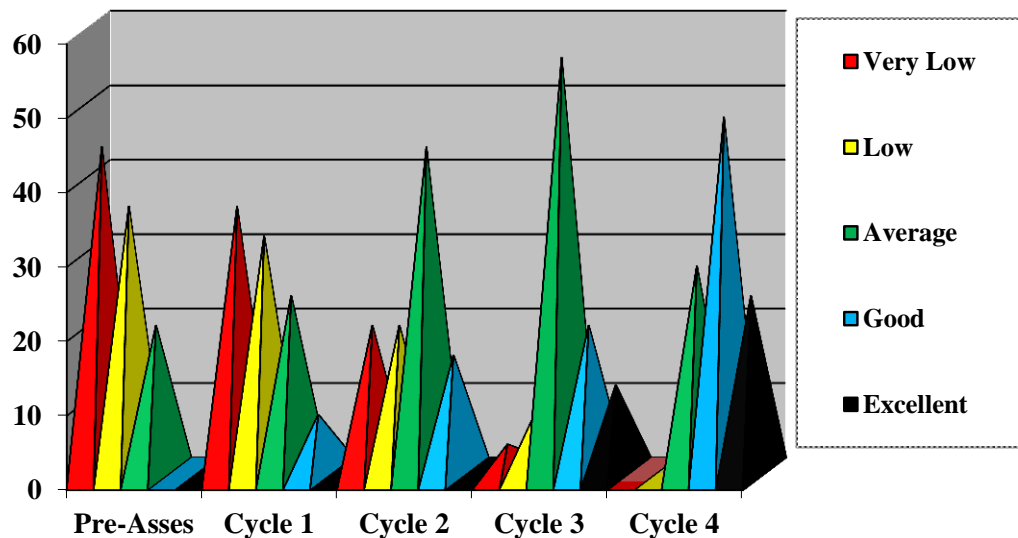
Based on the indicator of success in chapter III, if mean score of students' speaking test was 75, it mean that the research was success. Through percentages above we could see that mean score of students' speaking result was 75 or more than 50% of students were good and excellent. In this research, through the percentages above we could see that 48% or 12 students of students were good, and 24% of students or 6 students were excellent in speaking. The totality both them were 72% of students or 18 students achieved the indicator of success.

C. Discussion

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English speaking through Video media. They had good selves-confidence to express their ideas in speaking activity inside classroom, most of them could minimize their

fears and shy to speak, the frequency and percentage of students' speaking ability were increased well in each cycles. In addition, Video media could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

Another aspect that found by researcher in this study that Video media could motivate and minimize students' problems in speaking English such as low motivation to speak, don't have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, etc during teaching and learning process in classroom until there is no student who was not active in speaking.

Based on the explanation above, we could conclude that Video media was really effective to improve students' speaking skill, especially in teaching and learning English speaking and decrease the students' problems. The implementation of Video media in teaching and learning speaking could achieve the aspects or characteristics of successful speaking ability. According to Ur[34], the characteristics of successful in speaking are the learners talked a lot, participation is even, had high motivation, and acceptable language level. Most of the characteristics which had explained based on Ur above were achieved by the researcher in this research through Video media.

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[34] Ur, Penny. 2000. *A Course in Language Teaching*. Cambridge University Press, pp. 120

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of student's speaking which have explained in previous chapter, the researcher concluded that Video was good media to teach speaking in order to improve students' speaking skill especially in SMPN 36 Muko-Muko where the students are demanded to speak English in their daily communication especially during learning English subject in classroom. This media could decrease students' problems in speaking English, such as low motivation to speak, don't have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, nothing to say, etc. All students' improvement in speaking could be seen from their results in pre-assessment until Cycle 4. The result in pre-assessment showed that students' speaking skill based on their comprehensibility, accuracy and fluency is 44% of students or 11 students who were very low in speaking, 36% of students or 9 students who were low in speaking, 20% of students or 5 students who were in average, and there was no student who good and excellent in speaking. In other hand, students' result in cycle 4 showed that there was significant improvement for students' speaking skill, where there was no student who very low and low in speaking, 28% of students or 7 students were average in speaking activity, 48 % of students or 12 students were good in speaking, and

24% or 6 students of students who were excellent in speaking. Video media gave chance for students to express their ideas in speaking through audio visual form and without too demanded about grammatical patterns, so they could speak easily through learning from mistakes based on Video media. So, this media attained well in improving students' English speaking skill of first year students of SMPN 36 Muko-Muko.

B. Suggestion

The researcher suggest to teacher who teach English in SMPN 36 Muko-Muko, especially speaking activity to use Video media, because this media gave chance for students to speak freely based on material that being taught. Then, the teacher who teach English should know students' problems in teaching and learning process, especially in speaking activity and try to solve those problems by seeking for appropriate and interesting media or method to be applied in teaching and learning process in order to get best result of teaching and learning its self and purpose of the study.

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