

**IMPROVING STUDENTS' SPEAKING ABILITY THOURGHT VIDEO
RECORDING TECHNIQUE FOR EIGHT GRADE STUDENTS AT
JUNIOR HIGHT SCHOOL PANCASILA BENGKULU IN ACADEMIC
YEAR (2019/2020)**

THESIS

**Submitted as A Partial Requirements for the degree of Sarjana
in English Study Program**



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I hereby sincerely state that thesis entitled "improving students speaking ability through video recording technique for eight of SMP Pancasila Kota Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and and academic degree.

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DEDICATION

Bismillahirrahmaanirrahiim

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength and patience to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends.

This thesis is dedicate to:

1. My beloved father (Mr. Eri Aswanto) and My mother (Alm. Wiliniarti) who always sincere to grow me up, educate, accompany, pray, and support me at all until I can finish this thesis. I do really sorry for all of my mistakes to you. I love you so much.
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MOTTO

“Do the best and pray. God will take care of the rest.”

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The Researcher realizes hat this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu2021

The Researcher



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ABSTRACT

Pinarti. 2021. Improving Students' Speaking Ability Through Video Recording Techniques for eight grade Students of Pancasila Junior High School Bengkulu in the 2019/2020 Academic Year. Thesis. English Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute of IAIN Bengkulu.

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Keywords: Speaking, Descriptive Text, Video Recording Techniques

There are several obstacles faced by students of SMP Pancasila Bengkulu in speaking English, 1) Not confident, 2) Lack of vocabulary, 3) Students use less English in class, 4) The learning method used is monotonous. The purpose of this study was to determine whether the use of the Video Recording technique could improve the speaking ability of class X students of SMP Pancasila Bengkulu in the 2019/2020 school year. This study discusses the use of Video Recording techniques to improve the speaking skills of class VIII students of SMP Pancasila Bengkulu in the 2019/2020 school year.

This research is a classroom action research. the instruments used were speaking tests, interviews and documentation, teacher and student observations. This research was carried out in three cycles which included planning, action, observation and reflection.

Based on the speaking test conducted, it can be seen from the initial assessment, cycle 1, cycle 2. This is evidenced by (55.14), the average value of student understanding in cycle 1 is (62.15), cycle 2 is (70.14) and the average value of speaking comprehension in increased to (75.65) . This means that this method can be applied by students very well in understanding speaking and can be applied when teaching at Pancasila Junior High School Bengkulu City.

ABSTRAK

Pinarti. 2021. Improving Students' Speaking Ability Through Video Recording Techniques for eight grade Students of Pancasila Junior High School Bengkulu in the 2019/2020 Academic Year. Thesis. English Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute of IAIN Bengkulu.

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Ada beberapa masalah yang dihadapi oleh siswa SMP Pancasila Bengkulu dalam berbicara bahasa Inggris, 1) Tidak percaya diri, 2) Kurangnya kosa kata, 3) Siswa kurang menggunakan Bahasa Inggris di kelas, 4) Metode pembelajaran yang digunakan monoton. Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan teknik Video Recording dapat meningkatkan kemampuan berbicara siswa di kelas sepuluh SMP Pancasila Bengkulu tahun ajaran 2019/2020. Penelitian ini membahas tentang penggunaan teknik Video Recording untuk meningkatkan kemampuan berbicara siswa di kelas sepuluh SMP Pancasila Bengkulu tahun ajaran 2019/2020.

Penelitian ini merupakan penelitian tindakan kelas instrument yang digunakan yaitu, tes berbicara, wawancara dan dokumentasi, observasi guru dan siswa. Penelitian ini dilakukan dalam tiga siklus yang meliputi rencana, tindakan, observasi dan refleksi.

Berdasarkan tes berbicara yang dilakukan dapat dilihat dari penilaian awal, siklus 1, siklus 2 dan siklus ini dibuktikan dengan (55,14), nilai rata-rata pemahaman siswa pada siklus 1 adalah (62,15), siklus 2 adalah (70,14) dan nilai rata-rata Pemahaman berbicara pada meningkat menjadi (75,65) . Hal ini berarti metode ini dapat diterapkan siswa dengan sangat baik dalam pemahaman berbicara dan dapat diterapkan saat mengajar di SMP Pancasila Kota Bengkulu.

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Teaching English in the school to improve 4 skills in English, such as: Listening, Writing, Reading and Speaking. Speaking is how to express the meaning of their said and make the other friends understood with the said. In the class, was an English teacher, so that make the student understand with the study of English and can speaking English in the classroom. Improving students' speaking ability is the main purpose a teacher side teach the other of English ability.

In teaching and learning process from the four skills of English, speaking is students' ability most difficult thing for the students. The student got bored easily, lazy for study if the English lesson. They were afraid to speak English in the class, and most of them were shy to spoken English because their mistakes in grammar, lack of vocabulary, they did not know how to express say the words correctly, so they got shy to communication with their friends by using speak English, and this problems make the students lazy and did not pay attention to the teacher because got bored. In fact, the teacher was not good enough in English teaching in the class.

In addition, when the teacher asked a question to the students, they just kept silent and were afraid of making mistakes. The media can be affective

the development of the students' speaking ability. They can more interactive and attractive to get more attention from the students. SMP Pancasila Bengkulu actually has already have adequate facilities such as, sound speakers and LCD projectors but the teacher no used them in the class.

One of the media that can be used to improve student's speaking ability is video recording. Video recording can attract the student's attention through the sounds and moving pictures, so that they will be motivated to learn English. There are some advantages of using video recording as media in the teaching and learning process. First, media can support the teacher to transfer the knowledge. Second, it is more interesting and enjoyed. Finally, video recording would make the students learn the use of English in a real context while developing their listening, speaking, and pronunciation skills through the native speaker's talk.

To solve these existing problems, it is necessary to conduct the research in order to improve the student's speaking ability by using video recording. Moreover, the researcher, the English teacher, and the students have to work collaboratively to identify and to make the problems solved. When the problem is solved, the students are expected to be able to improve their speaking skill.

English is a device to communicate each others. Since English be international language, it has important role, the aim of studying English is to master four language skills, they are listening, speaking, reading and

writing. Therefore, an English teacher has to urge the students in learning English, especially in speaking ability.

Speaking is the second ability which has important role in language communication. Speaking is the a language ability that aims to express ideas, opinions and feelings orally as a process of communication to others. In the process of speaking, students will experience the process of thinking to express their ideas (divergent thinking).

The process of speaking is closely related to the thinking development factor , based on the underlying experience, that experience can be gained through reading, listening, observation, ad discussion.

1.2 The Identification of study

Some problems about how to improve the student's speaking ability in the class had been found. There are :

1. The lack of students enthusiasm in developed their speaking ability
2. Most of the students were passive because they are lacking of vocabulary
3. Most of them were shy to speak English because the mistakes of grammar
4. Students lack of confidence in communicating using English.

1.3 The Limitation of Study

The discussion of the study needs to be limited. This study was conducted to solve the problems by focusing on how video recording as learning media are used in speaking class. A video recording is one of the media that can be used to improve the student's speaking ability of SMP Pancasila Bengkulu. Actually, it is so difficult to solve all of the problems. Therefore, the scope of the study is limited to whether the video recording can improve the speaking skill of SMP Pancasila Bengkulu.

1.4 The Formulation of Study

From the background, identification, and limitation of the problem stated before, the problem of the research was formulated into:

1. How is the improvement of students speaking ability by using video recording at SMP Pancasila Bengkulu?
2. Do the use of significantly improve student's speaking ability at SMP Pancasila Bengkulu?

1.5 The Aim of Study

Related to the formulation of the study, the objective of this research is:
To improve the speaking student's ability through the use of video recording at SMP Pancasila Bengkulu?

1.6 The Significance of Study

This research is expected to give contributions to the parties related to the English teaching and learning process such as:

1. For the English teachers, they can improve the quality of English teaching and learning process at SMP Pancasila Bengkulu.
2. The last, for other researchers, this study can be used as a reference to those who want to conduct research in students perception and the use of video recording.

CHAPTER II

THEORITICAL REVIEW

2.1 Theoretical Review

In this chapter, the discussion focuses more on the theoretical reviews, related studies and conceptual framework. At the end of this chapter, conceptual framework explains the discussion in general.

2.1.1. Theory of Speaking

2.1.1.1 The Nature of Speaking

Speaking is one of the skills in learning English that has to be mastered by the students. Therefore, a teacher should know the definition of speaking first and delivered it to the students. Many experts define speaking in different ways. In Oxford Dictionary definition of speaking is “The action of conveying information or expressing one’s feelings in speech (oxford dictionaries, 2016 at 7.18). So, speaking is your expression with your friend about anything, According Brown and Yule state in their book, “Speaking is to express the need-request, information, service, we assume that normal speakers of a language achieve an ability to express their needs, to communicate information, at least in short bursts (Gillian Brown and George Yule,1983).

Speaking is a proportion of daily life which is used by people for granted. In a day, the average of people makes tens of

thousands of words, although there are some peoples, such as auctioners or politicians-may produce even more than that. So natural and integral are speaking that people forget how they once struggled to achieve this ability-until, that is, in a foreign language, people have to study how to do it all over again.⁷

Speaking is not included into the oral production of written language, but included on the students in mastery of various of subskills, that is added together, constitute an comprehend of competence in the spoken language.⁸ Speaking is the process of delivering meaning in sundry context to other people. If people want to be good speaker, they should master some aspects of speaking. The several of speaking aspects are fluency, comprehensibility, and accuracy. Most of people spend their daily life with communication to other. Therefore, communication involves at least two people where both the sender and the receiver need to communicate to exchange their opinion, ideas, and feelings.

It means that the speaker must consider with the person who they were talking as the listeners. Every communication surely has a message across because speaking is not only producing a sound. Therefore, the speaking process is the important activity that should be paid attention well to get the goals and the speakers also should use the appropriate way to say. Speaking for the students is

a difficult thing. Most of them have a doubt when they want to say something. According to Thornbury “ Speaking is so much a part of daily life that we take it for granted (England: Longman, 2001) Spoken language consist of short, often fragmentary utterances, in a range of pronunciation, there is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use no-specific references (they tend to say ‘thing’, ‘it’, and ‘this’ rather than ‘the left-handed monkey wrench or ‘the highly perfumed French poodle on the sofa’) (David Nunan, 2001) They should deal with speech production and self- monitoring, articulation of their words and should manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot.

It is important that everything we wants to say is delivered in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

To support those definitions of speaking, there are the micro skills of oral communication from Brown:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery
7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, hack tracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face – to – face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you (H.Douglas Brown, 2001).

The micro skills above help the teacher to focus on clearly conceptualized objectives of teaching. However, numerous other forms of spoken language are also important to be joined into a language course, especially in teaching listening comprehension.

Harmer added in the Danisa's thesis that when two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people communicate because there is an information gap between them, and they genuinely need information from other people. In the context of EFL/ESL

learning, the ability to convey messages in natural communication is of paramount importance. Meanwhile, Nunan argues in Prucesia's thesis that oral communication can be considered successful if it involves:

1. developing the ability to articulate phonological features of the language intelligibly
2. mastering intonation patterns, stress, and rhythm
3. improving transactional and interpersonal competence
4. developing acceptable fluency
5. good skills in taking short and long speaking turns
6. good competence in the management of interaction
7. negotiation of meanings
8. improving conversational listening skills (good listeners is Required
9. in conversations as well as good speakers)
10. developing competence in knowing about and negatif Purposes
11. of conversations
12. using conversational fillers appropriately

2.1.1.2 Types of Speaking Performances

Brown describes six categories of speaking skill area.

Those six categories are as follows:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue) It is carried out for the purpose of conveying or exchanging specific information.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.1.3 Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as “Instruction”, it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life (Ibid, p 14)

Brown from a communicative, pragmatic view of the language classroom, listening, and speaking are closely intertwined. More often than not, ESL curricula that treat oral communication will simply be labeled as “ Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession from a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies (Ibid p 275)

Teaching is an exciting job and needs professional skills to be a teacher to face so many problems in teaching learning processes. Today, so many references help teachers to get some solutions of problems in the teaching learning process. The teacher should do much of his/her work before starting the classroom. Teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches. Syllabus technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members.

2.1.1.4 Teaching Speaking in Junior High Schools

Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language. They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations. The English teaching in junior high schools in Indonesia is aimed at developing

students communicative competence which covers the four language skills: listening, speaking, reading and writing (SKKD, 2006) (Badan Standar Nasional Pendidikan, 2006) Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teaching of four language skills should be proportional. The teachers should improve both students' receptive and productive skills equally.

The mastery of speaking skills in English is a priority for many second- language or foreign-language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency in junior high school. Oral skill have hardly been neglected in EFL/ESL course (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skill has long been the focus of methodological debate. Teachers and textbooks make use of apply a variety of approaches, ranged from direct approaches focusing specific features of oral interaction (e.g., turn-taking, topic management questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Jack C,Richards 2008)

In teaching of speaking, the teacher mostly emphasizes her teaching product of speaking. It means that the teacher sometime practice the teaching of speaking, started by only explaining the topic the student are going to speak about, while the students listen to the explanation. No model is provided to the students as the example. The students are asked to write and read short dialogue or composition in certain time allocated without practicing to speak in oral or to produce what they have learned before.

2.1.1.5 Classroom activities

Brown states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and nonverbal language. Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language.

According Harmer states six classroom speaking activities. They are acting from scripts, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts activities that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as a theatre director who draws attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. Communication

Games are designed to provoke communication among students. The games are made based on the principle of the information gap so that one student has to talk to his/her partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer in His book discussion range is divided into several stages from highly formal interactions, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, the students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is giving instant comment which can trains the students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their mind. The last was formal debate. The students are asked to prepare arguments in favor or against various propositions.

4. Prepared talks

The students are asked to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more “writing like”. However, if it is possible, the students should speak from notes rather than from a script.

5. Questionnaires

Questionnaires are very useful because they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, who helps them in the design process.

6. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or train the students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. The teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English (Jeremy Harmer, 2007) moreover, Kayi proposes other activities to promote speaking so that students can practice and produce oral language well.

a. Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since the task cannot be completed if a person does not give information the partner needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

b. Brainstorming

In brainstorming, students generate ideas in limited time based on particular context and given topics. This activity is effective to improve students' fluency since they are not criticized for their ideas. Students will be able to share their new ideas freely.

c. Interviews

Conducting interviews with other people helps students to socialize and give them opportunities to practice speaking both inside and outside the classroom. Given selected topics, students should prepare their own interview questions to develop their creativity and critical thinking. After interviews, each student can present his/her study to the whole class.

d. Storytelling

Students can summarize a tale or story they heard from someone or create their own stories to tell their classmates. Storytelling fosters students' creativity and self-confidence. It also helps them to express their ideas in sequence format of the beginning, development, and ending of the story, including the characters and setting a story should have.

e. Reporting

Students are asked to read a newspaper and magazine or watching news program on the television before coming to the class. Then, they should report it to their classmates. To make a variety in the class, students can talk about their interesting experience in their daily life.

f. Picture describing

A way to make use of pictures in speaking activity is to provide students with pictures and make them describe the pictures. Students can work in groups and each group is given different pictures. After discussing the pictures, a spoke person from each group should describe the picture to the class. This activity fosters students' imagination and creativity as well as their public speaking ability.

2.2 Using Video

2.2.1 Definition of Video Recording

Mayer has defined video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text.

Educators as the access to an extensive and expanding spectrum of topics are increasingly available to them. Trends in educational video viewership have risen in recent years. This is an indication that the use of online videos and its benefits are tapped by the education practitioners (Balakrishnan Muniandy and Sathiyapriya Veloo 2011).

Richards and Renandya defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language (Richards, J. C. and W. A. Renandya 2002). It means that video recording are multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Mixtures of sounds, pictures, mental images, perceptions, figures, texts, and others can facilitate students' engagement in and improve the teaching and learning process. Video recording are different from other videos because of the duration of time.

There are a number of videos that have been made specifically for the ELT classroom which are accompanied by activity books and teacher's guides or accompany course books. There are also a number of authentic sources of suitable videos: animated stories, TV children's programs, documentary (BBC World of Wildlife), and self-made videos. Video is one of the audio visual media that can be used as a medium in teaching speaking. Many researchers believe that video can be one of teaching media that helps the teaching learning process. Hill states that video has an important role in developing teaching and learning of language. Video can help student's comprehension since it can be seen and be heard.

When students are watching video, automatically, they learn how to say something, make an interaction without being under pressure because video serves as an interesting way in learning. Watching the video will give them the chance to imitate the actions and will help them construct their ideas orally based on what they have watched. But Candlin affirmed that beside hearing and watching, the used video can help the learners in learning some expressions, gestures, and they can also learn the language in use. It can help to become easier in achieving the information. Gerlach and elly \ stated that audio visual bring people, the nations, and the cultures to the screen. Besides, the media can also increase students' motivation, Cohen find that most of the people are visually oriented.

In the other words, when the teachers show an interesting video, it can increase students' level of interest in paying attention to the language in use.

Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. This can be baffling for many students. The teacher is there to choose appropriate sequences, prepare the students for the viewing experiences, focus the students' attention on the content, play and replay the video as needed, design or select viewing tasks , and follow up with suitable activities.

2.2.2 The Advantages of Using Video Recording

Harmer states there are many advantages in using videos in the teaching and learning process (Jeremy Harmer, 2001).

1. Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
2. Cross-cultural awareness, which allows the students to look at situations for beyond their classroom. Videos also give the students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3. The power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable.
4. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled combined with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening to how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more. In addition, by watching videos, the learners can become more inquisitive and intellectually stimulated according Denning "Video is an educational media with a foremost place in current and future education, even in the context of growing interest in 'interactive multimedia'. thoughtful planning, video instruction can be used to promote 'interactive' learning, in the best sense of the word – the sense of active learning described in this article. Videos can be used to help promote student curiosity, speculation and intellectual engagement. They can help promote group learning discussions and activities allowing learners to use knowledge they already have and higher-order cognitive skills required to extend

their knowledge. In combination with other instructional strategies, videos can allow learners to make their own input into learning experiences and to realize the personal importance of learning itself. It is up to the teacher to develop processes and circumstances to get the most 'interactive learning' value from video and to help bring the video experience into the real world of the student as learner.

2.2.3 Video Types

According to Harmer there are three basic types of video. They are off air programs, real world and language learning videos (Jeremy Harmer, Op. cit. p 284)

1. Off-air-programs: programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the student's own creativity
2. Real-world video: there is no reason why we and our students should not use separately published videotape material such as feature films, exercise "manuals", wildlife documentaries or

comedy provided since there are no copyright restrictions for doing this.

3. Language learning videos: the main advantage of specially made videos is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal student's topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. The disadvantage of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

2.2.4 Video Teaching Techniques

Harmer has points out some video teaching techniques, especially dealing with viewing techniques. There are five viewing techniques (Jeremy Harmer, 284).

First, fast forward technique is a technique used when the teacher presses the "play" button and then fast forwards the video, so that the sequence passes silently on the students have to guess what extract was all about and what the characters are saying.

Third, silent viewing (for music) is the same technique can be used with music. The teachers show a sequence without sound and

ask the students to say what kind of music they will put behind it and why. When the sequence is then shown again, with sound, students can judge whether they chose the same mood as the director/composer.

Fourth, freeze frame is at any stage during a video sequence we can “freeze” the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

Fifth, partial viewing is one way of provoking the student’s curiosity to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, by leaving the edges on view, we can put little squares of paper all over the screen and remove them one-by-one so that what is happening is only gradually revealed.

A variation of partial viewing occurs when the teacher uses a large “divider”, placed at right angles to the screen so that half the class can only see one half of the screen, while the rest of the class can see the other half. Then they have to say what they think the people on the other side saw. By watching the video, the students also expected to be able to retell the information that they get from the video by spoken/orally. Therefore, we can know the students who did not pay attention.

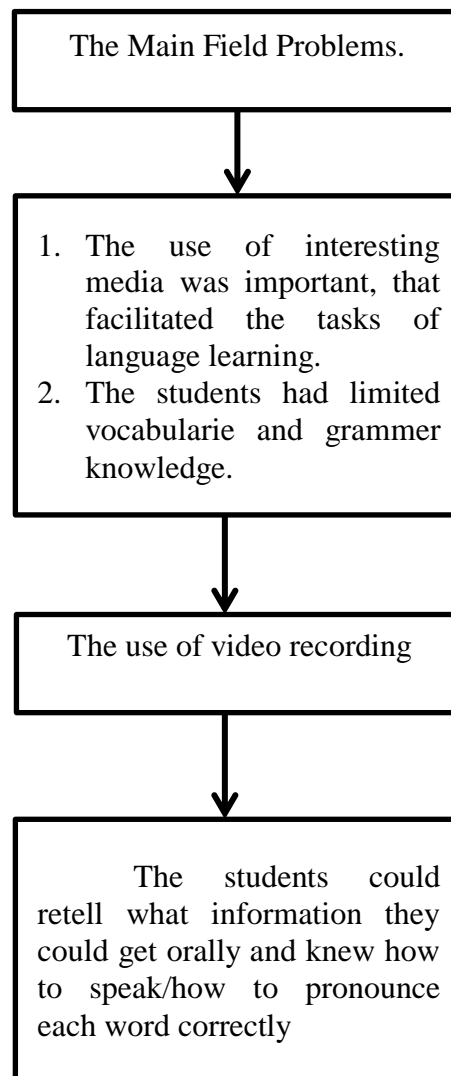
2.2.5 Conceptual Framework

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they had limited vocabularies and grammar knowledge. teacher's language. Media are tools that facilitate the tasks of language learning. One of the techniques that can be used in the teaching and learning process is using video recording.

According to Harmer, video can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. One of the benefits of video-making for students is the chance to display what they have done and get feedback on it from classmates and teachers (Jeremy Harmer, p29) it is clearly stated that video can support the teaching and learning process.

Besides, video could combine the audio and visual elements that other media cannot do. Therefore, the students could learn a language by listening how native speakers pronounced some words and also by observing their facial expressions and gestures. These advantages could be maximally used in speaking teaching and learning to improve the students speaking ability.

The figure 1 in the next page is presented the schema of conceptual framework as the followings



2.2.6 The important of speaking

In learning English, speaking is important to support students ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and

business activities. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.

2.2.7 The Effectiveness using video

According to Norris in Lady Artega Potosi teachers need to design accurate activities to facilitate the practice of the listening skills, based on students' knowledge about the characteristics of the informal oral English language, in order to help students succeed in their learning. Thus, video materials could become an excellent source of learning a foreign language. Investigated listening performance in computerbased multimedia environment. Learner success rates were compared on comprehension of English, as a second language (SL) and language recall tasks while using audio, video and multimedia. Results of performance on tasks reveal more effective comprehension and recall while using multimedia than either audio or video plus pen and paper.

2.2.8 Procedure of Using Video

According to Milli Fazey of Kentucky educational television (KET) in Miriam.

1. Teacher must engage the learner's interest in what they will be doing and prepared them to do it successful.
2. A pre-viewing reading activity or a discussion of new vocabulary from the video.
3. Pre-viewing preparation means ensuring that an operational VCR and monitor are available and that the screen is large enough for all students to easily view.
4. While learners view the video, the teacher should remain in the classroom with the learners to observe their action and see what they do not understand.
5. The teacher is there also to press pause, rewind, and play

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Type of the Research

This study is an action research, a research that becomes increasingly significant in contemporary professional teaching practice. This research focused on the effort to improving students speaking ability through video recording at SMP Pancasila Bengkulu.

This research study will implement in the form of collaborative action research. The research will conduct collaboratively with the English teacher and the students. There have been numerous definitions of action research proposed by some experts.

3.2 The Subjects of the Research

The subjects of this research would the students at SMP Pancasila Bengkulu. There would thirty two students were twelve up to thirteen years old. The students live in Medan and other village. They went walked. Their parents had occupation civil, Fisher, military/police officer and farmer. SMP Pancasila Bengkulu will choosen because according researcher, most of the students were shy to practice speaking..

3.3 Data Collection

3.3.1 Types of the Data Collected

The data collected would qualitative in nature but also supported by quantitative data. The qualitative data were obtained through interviews and observations.

3.3.2 Data Collection Techniques

The qualitative data would gain through observations and interviews. Meanwhile, the quantitative data would collect from various kinds of speaking tests. Furthermore, those techniques are explained as follows:

1. Observation

This observation will to discover valuable information related to the teaching and learning process. The information here will related to the student's involvement during the lesson, the student's understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process.

2. Interview

The researcher had a personal contact with the participants so it provided an opportunity for her to make a close relationship with the participants.

3. Speaking tests

Speaking tests would administer to see the students' improvement in their speaking. There would a pre-test to know students speaking ability before the implementation of the actions, and post-test to find their speaking ability development. The results of the tests then would assessed by the researcher and the collaborator. The results of those tests became one of the indicators to decide the next plan and to draw the conclusion of the research.

4. Documentation

Documentation of the qualitative data will gained through taking photographs, audiotape, and videotape recording to monitor and to evaluate the action. Meanwhile, the quantitative data were gained in the form of pre-test and post-test for each cycle.

3.3.3 Instruments Used

In conducting the research, the researcher used some research instruments. The instruments for collecting the data will be in forms of observation checklist, field notes, interview guidelines, photographs, student's speaking, and scoring rubric. Each research instrument supported each other.

First of all, an observation checklist will need to record the observation data during the observation process by giving a tick mark (√) on the aspects that are being observed. It will useful to gain

information about the condition of the teaching and learning process. Secondly, field notes would be used to gain some important information that is sometimes accidentally existed in the data collection process. The third one is interview guidelines. Interview guidelines would be useful to guide the researcher in asking important questions related to

The interview guidelines helped the researcher to conduct the interviews in a sequenced order. Next, important moments during the research would need to be captured. The photographs were useful as supporting evidences for the research. Fifth, to see the students' improvement, their speaking was useful to decide whether the effort was successful or not. The last instrument was a scoring rubric. A scoring rubric was needed to assess the student's speaking. This rubric consists of the speaking aspects or criteria, the scale of the score and also the descriptions of each criterion. The researcher used an analytic scoring rubric proposed by Dick, Gall, and Borg which consists of four criteria; fluency, pronunciation, accuracy, and vocabulary (Gall, M.D, Gall, J.P, and Borg, 2003)

3.4 Technique of Collecting Data

The data of the research would be qualitative and quantitative. The qualitative data would be obtained through observation, interview, and documentation related to the teaching and learning process of speaking in the classroom

including the techniques used by the teacher, the learning media and the classroom speaking activities.

1. Observation

Observations would be conducted to discover valuable information related to the teaching and learning process, the students' speaking ability, the students' involvement during the lesson, the students' understanding of the given materials, the methods and techniques used by the teacher, and the media used to support the teaching. The results of observations were in the form of field notes. Field notes were useful to examine experience in order to understand it better by writing about it. It was used to record activities and situations during the research. By using field notes, the researcher could examine the data and deal with the problems of analysis.

2. Interview

Interviews put the researcher in personal contact with the participant. Thus, it can provide an opportunity to ask follow-up questions, reveal rich insights into the thinking of the participants and help explain why the participants made the choices they did or how they think about a particular issue (John E. Henning, Jody M. Stone, James L. Kelly, 2016)

3.5 Validity and Reliability

To get the validity of the data, According Burns proposes five criteria of validity. They are as the following:

1. Democratic validity : it is related to the participants personal opinion, ideas, and comments about the implication. To get democratic validity, the researcher conducted an interview to examine the teacher and student's opinion, ideas, and suggestions.
2. Outcome validity : it refers to the action that leads to solve the problems. In this research, this principle can be fulfilled by the improvement of the student's speaking ability as the main purpose through the use of video recording.
3. Process validity : is related to the criteria to make the action research believable. This criterion was applied to validate the data by observing at the teaching and learning process during the research.
4. Catalytic validity : is required that the participants will moved to take action on the basis of their understanding of the subject of the study. It referred to the change in the student's and teacher's perspective and attitudes towards the speaking skills after the implementation.
5. Dialogic validity : is dealt with the process of peer review. This research involved the teacher as the collaborator. The researcher and the collaborator examined the failure and success of the action (Burns, 1999)

3.6 Research Procedure

The researcher used the procedure of action Research proposed by Kemmis and Mc Taggart in Burns. The procedure is as follow:

1. Reconnaissance

In this stage, the researcher found out valuable information concerning on the students' speaking skills. The researcher identified the existing problems and obstacles in teaching speaking by observing and interviewing the teacher and students.

2. Planning

After doing observations and interviews in reconnaissance stage, the researcher made some plans to determine feasible actions to be implemented in the field. In planning the actions, the researcher worked together with the English teacher. The action plan was using video recording as teaching media and was aimed at improving the students' speaking skills.

3. Action and Observation of the Action

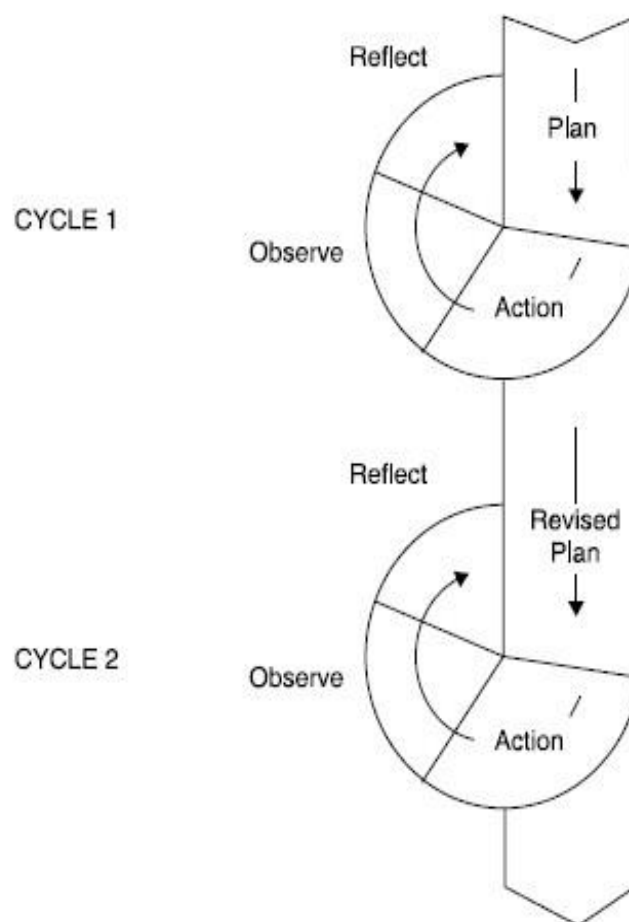
In this stage, the researcher carried out the actions in the class that has been planned before. The actions would be implemented in some cycles depends on the needs of the research. All emerging and detected activities in the classroom during the implementation of the action were recorded, documented and analyzed.

4. Reflection (evaluation and recommendation)

In this process, the researcher made some notes and reviews on the changes during the implementation with the collaborators. This reflection was carried out to decide whether there would be another cycle or not. If the actions were successful, the researcher would continue to implement it.

However, if the actions were not successful, the actions would be modified or the researcher tried to find other suitable actions so that the condition would be better (Burn, op. cit, p 32)

Figure 2: Research Procedure (Kemmis and Mc Taggart, 1998 in Burns 1999) The steps of each cycle can be seen in the following figure:



Planning:

1. Administrated the pre-test to obtain the level of students' current ability. The students' were asked to transpose the letter of one word to another word, which consisting of ten items.

2. Prepare the equipment that were necessary, such as problem sheet / answer sheet.
3. Developed an observation sheet.

Acting:

In this phase, everything has been planned on the lesson plan can be implemented in teaching-learning process.

Observing:

1. Observation is done when the action had been done.
2. Checked the observing sheet by checklist the observation format.
3. Took the diary notes, analyzed the classroom and wrote all of the action that happen in the classroom

It was done to know students' interest in learning of speaking by using video recording and to know the influence of video recording strategy in improving students' speaking ability.

Reflecting:

1. Done the evaluation of teaching and learning process.
2. Reflected and evaluated what had been done.

Cycle 2

Planning:

1. Prepared the lesson plan about improving students speaking ability though the use of video recording
2. Prepared diary note, interview sheet and observation sheet
3. Prepare the second test to measure students' speaking ability

Acting

1. Implemented the scenario of teaching and learning process which has been revised from first cycle.
2. Giving the second test (last test)

Observing:

1. Checked the observing sheet checklist the observation format.
2. Took the diary notes, analyze the classroom and write all the action that has been appended in the classroom.

It had been done to know the students' perception about studying by using video recording.

Reflecting:

Evaluate the result of students' score and result of observation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Reseach Finding

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follows:

4.1.1 Preliminary Study

In the preliminary study, I administered the speaking test in order to see the students' speaking ability before using Video recording at SMP Pancasila Bengkulu was applied. The result showed that the ability of students' speaking was still low, they was still confuse in speaking English and most of them could not speak yet. The Minimum Passing Grade (KKM) in that school was 75. The number of students who followed the test was 25 students.

The result of pre-test, the total score of the students was 1,368 and the mean of students' score was 54.72. The quantitative data above indicated that the students' speaking was low. It could be seen from the mean score of the students was 54.72 and the percentage of the students' score of the test was 20% or only 6 students who succeeded or got score up to 75.

Observation could be seen from the following data: when the researcher observed some students, I saw that the students got difficulty in speaking English and the students could not speaking

English yet. This data showed that the students' speaking ability was not good yet. Because the students was still confuse, affraid, not confuse and lack of vocabulary when speak English. And the interview was done before the first cycle. The interview also informed that the students' speaking ability was still low. I interviewed the students. It can be proven from the following data:

“Tidak terlalu suka, karena berbicara bahasa inggris itu susah. Apa yang ditulis sama yang diucapkan sangat berbeda.”

From the data above, it showed that he could not speak English yet. Therefore, he was not motivated in learning English especially in speaking English.

“Tidak semangat, guru hanya memberikan tugas yang ada di LKS.”

From the second students' information above, she said that she was not spirit in studying English because the teacher just asked them to do exercises from LKS book. It made her not motivated in speaking English.

“Tidak, karena belum terbiasa jadi tidak semangat dan menyukainya.”

From the answer of the third student, it was almost the same with the previous students, speaking was not their habitual activity yet. So, it made them not motivated in speaking English.

“hmmm, Bahasa Inggris adalah salah satu pelajaran yang membosankan menurut saya karena saya selalu mengantuk didakam kelas ketika pelajaran dimulai, hehehehe.”

The last student said that he got bored in the classroom when the English lesson began. It made him sleepy. It happend because he could not catch the explanation from the teacher or he did not like the matery and teacher’s method in learning process. It made the students did not like the lesson of speaking.

From the result of the interview above, the students’ speaking English was not good yet. Because when the researcher interviewed some students, they did not motivated in learning of speaking English and the students had not a habitual in speaking English. Therefore, it made them got difficulty to speaking English. To support the data above, the researcher has done interview the English Teacher. It could be seen from the following data:

“Sebenarnya kebanyakan dari mereka mempunyai motivasi yang lumayan bagus untuk belajar bahasa inggris. Namun, mereka belum terbiasa dan masi bingung untuk ngomong mungkin karena kosakatanya yang kurang banyak dan pengucapan dalam bahasa Inggris yang membuat mereka bingung juga. heheheh.”

From the result of interview with the English teacher, it showed that some of the students had a good desire in learning English but they still got confusion, did not know yet how to

pronoun the word, and have lack of the vocabularies. All the factors caused the students' students' speaking English was low.

From the data qualitative above, it can be proven that the reason why the students did not motivate in learning of speaking English.

4.1.2 Cycle I

I have done some steps in the first cycle. They were planning, action, observating, and reflecting. The activities have been done in some steps, they are:

Planning

In this step, the researcher had prepared all of the materials about the fairy tale that was used in the learning process, such as: (1) preparing observation guide, (2) interview guide, (3) conducting the test, (4) preparing the material that was used in video recording (laptop, loudspeaker, infocus, and etc), and (5) preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plan that had arranged were conducted in teaching learning process in speaking English through video recording (1) show the video recording by subtitle. (2) got them to imitate. (3) Make them in group and practice together. Before teacher gave them a test in cycle I, teacher and students' concluded the material together. And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

Observation

The observation was done to observe what students had done during the teaching learning process. It purposed to find out the information about the motivation, participation enthusiastic and all the activities during the action process. Thus, the result of the

observation was collected as the data, which is used as a basic reflection.

The result of the post test of the first cycle, it showed that the total score of the students was 1.628 and the number of students who succeeded the test still 10 from 25 students, the mean of the students' score of the test was 65.12. The percentage of the students' score was 40% (this data can be seen in the appendix 16). It could be seen that the students' score in the post test I was increased but it was still low. Observed (6.03) > t-table (0.515). Thus, alternative hypothesis (H_a) cannot be received. Based on finding, alternative hypothesis (H_a) stated that video recording could not successfully improve the students' speaking ability. This data could be seen in the appendix.

The data above was also supported by the data taken by the interview students and the English teacher. The result of interview with the students who got low and high score during the learning process. The result of first student's interview stated that "Belajar menggunakan video ini asik, karena kita mendengar langsung bagaimana cara pengucapannya juga tetapi saya masih sedikit bingung ketika praktisnya mungkin karena saya mempunyai sedikit kosakata ya...". It means that he liked this learning process but he still got little bit confuse in speaking practice because of vocabulary as well. It was supported by the second student's

interview, “Belajar menggunakan video membuat kami lebih semangat dan praktik berbicara bahasa Inggris bersama teman membuat kami lebih aktif dikelas, ya walaupun kami berbicaranya masih belepotan siii....” She stated that studied with this method make the students more spirit and active in the other words their speaking was not too good. And from the last interview “saya sangat menyukai proses pembelajaran menggunakan metode ini, buktinya sekarang saya bisa ngomong menggunakan bahasa Inggris walaupun saya harus banyak membuka kamus, namun bagi saya si tidak masalah. hehehe.” She stated that she could speak English right now although she almost open dictionary to check the vocabularies.

Beside, I also interviewed the English teacher, “Iya, ada peningkatan terhadap hasil belajar siswa seperti partisipasi, aurtias dan lain sebagainya namun jika ditinjau dari nilai hasil mereka hanya beberap persen yang meningkat”. She stated that there was an students’ improvepment but the score of some students’ still low just 20% who improved.

From the colleting data above can be concluded that the post test in the first cycle was categorized unsuccessfull.

Reflection

Reflection was the feedback of teaching learning process that was taken from the result of observation, interview, test and

documentation. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students about how they are feeling in speaking English through video recording, the problems in speaking English, all of them that would be asked by the researcher in the end of meeting.

Through the reflection, the researcher knew the result of the students after did the test. I remaked the new materials in the second cycle to make the students focus on study speaking, and I would change the steps in activities while learning to make students not only focus on researcher's enthusiastic but focus on the material and explanation. It could be seen in the students' observation sheet (appendix) and the score of the test in the post test in first cycle (appendix).

From the students' information and score above, I stated that to continue in cycle II in hoping to be better that before. The second cycle was held to achieve the improvement score of the students in speaking English.

4.1.3 Cycle II

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in speaking English in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done

while teaching speaking English in four steps: planning, action, observing, and reflecting.

Planning

In this step, I prepared lesson plan and emphasized the teaching learning process in teaching at speaking English. In this cycle, I explained more deeply about the material in supposed the students' could improve and knew well about the way to speak English from the researcher. Besides that, I as the teacher used the video recording to make the students more interested and developed their interest and also more focused on the material. I also created the active situation in the class during teaching learning process.

Action

In this step, there were some activities which were done by me, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1). I did appreciation by greeting the students , instructing the praying before start in the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) I explained the objectives of learning.

In the main activity, there were some activities had done by me, they were: (1) I show the the video recording in different video with the first, (2) Ask them to make a pair (3) Guide them to speak English like the video in the pair (4) Practice by their own, (5) I

asked the students' to write record about their conversation after that each of them must show in front of class.

The last activity of action was closing. In closing there were some activities that had done by me , they were: (1) I gave appreciation to the efforts and result of students, (2) I closed the meeting by saying the greetings.

Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follow: 1). Most of the students were motivated, anthusiasthic and interested in learning process,2). Many students thought that the video recording effective in improving the students' speaking English, 3). The mean score was categorized success 78.12.

The purpose of observation was to find out the information about the students' motivation, enthuasistic, participation and all activties during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

Based on the data above, the result showed the improvement of the students' score from the pre-test to the post-test I and post-test II. In the pre- test, the students who got the score of 75 was 5 from 25 students (20%). In the post-test I who got the score of 75 or up was 10 students (40%) and the post - test II who got the score of 75 was

18 students (72%). It means that that was improvement about 20%. In the third test there was 72% (18 students) who got the score 75 or more. There was improvement about 32% from the second test, and about 52% from the first test to third test. Most of students' score improved from the first to the third test.

In this research also used to test the hypothesis in this research from this research from the compilation, it could be seen that the coefficient of t -observed and t -table to $df = N - 1 = 25 - 1 = 24$, with fact $\alpha = 0.05$ was 0.515 in the coefficient of t -observed (10.29) $>$ t -table (0.515). Thus, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that beyond center and circle time method could improve the students speaking. This data could be seen in the appendix.

The data above was also supported by the data taken by the interview. Interview have done when the researcher applying the video to the students who got the low and high score during learning process. The result of interview with the students could be seen in appendix "Mudah, karena sudah dijelaskan oleh sir dan belajar menggunakan video jauh lebih menyenangkan"(Int-Post- S1). This says that the students felt easy to understand and practice to speak English. Consequently, He stated that the teacher explained it and studied by group made him easy to practice in speaking. From the result of the interview the student 1 above, he got easy to understand

and to speak English. It was supported from the student 2 “Ya, karena kami diberikan kesempatan untuk berbicara dengan kelompok masing-masing.”(Int-Post-S2). This says that the students statement above, she stated that she can understanding the writing text, because the students were given a chance to imitate and practice in a group and focus on students activity. Consequently, the students easy to practice and speak English.

Dengan video recording sangat menyenangkan dan practik dengan teman membuat saya lebih terlatih untuk berbicara nbahasa Inggris sekarang.” (Int-Post-S3). From the statement of the student above, she stated that she coud speak English, because the students studied in imetiating and practicing in speaking by a partner. From the result of interview with students above, the students’ speaking English ability increased and they could achieve the target. Beside that, the researcher interviewed the English teacher. It was taken from the result of interview with English teacher, teacher said “Iya ada, keaktifan siswa sangat meningkat pada siklus II ini dan ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Motivasi, partisipasi dan antusias mereka juga meningkat dalam belajar speaking dengan menggunakan metode ini, karena metode ini juga mempermudah siswa untuk belajar.”

Reflection

In this step, the feedback of teaching learning process was taken from the result of interview, observation, and test. I concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in speaking English showed the improvement too.

The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test.

4.2 Discussion

The research was conducted to find out the improving of students' speaking ability speaking through the use of video recording at SMP Pancasila Bengkulu. This video was one of many steps can be used by the researcher in teaching English especially to help the students to improve the speaking ability.

Richards and Renandya defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video recording are multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.

Through video recording, it may certainly be an effective way for students in teaching-learning English. Through illustration, imitation and practice together with their classmates will make them easy to speak English and the teacher must be active to control them in every group and guide them to speak English.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson and the students were enthusiastic and interested in learning English.

From the explanation above, the research could be concluded that the implementation of video recording could improve the students' speaking ability. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class and the students were active and interested in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the result of the research, it could be concluded that teaching speaking through the use of video recording could improve the students' skill in Speaking. It could be seen that the higher score of speaking test was 85. Before using this method the students' skill in Speaking was low. It could be seen that 6 students who passed the test and 19 students failed in the test.

Because this method was effective and efficient to the students in improving their skill in speaking ability. This video recording had several advantages such as the process of learning was organized in the form of illustration and practice. Because studying by illustration, imitation the students would have a good konsep and rolemodel so that when they practice speaking English, they would do easily. Speaking by group also made them easy to respon each other so that the classroom would be active in the learning process. It could make the students easily to learn, consequently the students' speaking will be better than before and also the students were enjoyable and enthusiastic in learning teaching process. It could be proven from observation sheet and interview sheet.

5.2 Suggestions

1. For the students

Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation. The students should study hard and feel motivated to develop their speaking ability. They should practice speaking either inside or outside of the class without hesitating and being afraid of making mistakes.

2. For the English teacher.

The use of video recording could increase students' speaking ability. It is recommended that English teacher implement such strategy in the For The Future Researcher

3. For the headmaster

The headmaster can suggest the English teacher to apply the video in teaching speaking English because the result of this research showed that it can improve the students' speaking ability

4. For other researchers

They have been known from the result of the study that use of video recording could improve the students' speaking. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and qualitative data which prove the researcher could control the class.

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