

CHAPTER I

INTRODUCTION

This chapter presents discusses about the introduction background of the problem which explain about the reason of why the researcher take this tittle. It consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significance of the research, and finally, this chapter ends which definitions of key term.

1.1 Background of the Problem

In this twenty first century, the need of mastering English has become crucial for people in the world. The first reason for this is that English becomes the major language used in the global communication. Secondly, most information now is written and delivered in English. Thus the need to master English is very essential, both in speaking and writing.

Mastering English means master the four the language skills. Those are writing, listening, reading, and speaking. Writing and speaking belongs to productive skill and listening and reading belongs to receptive skills. Tho13se skills are taught in teaching and learning process. Each skill has function on it.

English in Indonesia becomes one of the compulsory subjects in junior and senior high schools. It is one of the subjects that are tested at the UN (Ujian Nasional). It is taught as an integrated subject to develop the students' language competences. It is learnt by the students in order to communicate. Thus, the speaking ability in English is important because it enables students to interact with others.

Speaking in junior high schools is one of the four English skills that the students have to learn. Teaching speaking English in Indonesian junior high schools is not an easy task. English is a foreign language that students do not use in their daily communication. To be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary, and grammar. Then, there are some aspects in speaking skill; those are pronunciation, intonation, fluency and accuracy.

Beside, motivation is very essential during the learning speaking process. If students are not aware of the importance of learning speaking, they would not give deep attention, and it will affect the learning process. Moreover, practicing English regularly is needed to improve students' speaking ability and it needs high motivation of the students. English teachers play important roles to support and to help their students practice English in class. Teachers must be creative in creating appropriate and interesting activities to help their students improve their oral production. Of course, they should consider the students' interest which determines whether the activities are appropriate or not. Teachers should be careful in selecting activities to teach speaking.

Based on the result of an observation in SMP N 7 Rambah Hilir, there were some problems of speaking English in the seventh grade students. The students have low motivation during teaching and learning process in term of speaking class. It might caused by inappropriate method in teaching and learning process. They had boring activities in the English class. The teacher used textbook-based technique and reading aloud from book when teaching English. Teacher rarely used other media to support his teaching and focused only on what the students might have in the UN (Ujian Nasional). Another problem that appears in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. Instead, the

teacher was the only source. They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking.

In line with this, Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. There are some reasons for using video in teaching speaking. First, video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, video also improves students' cultural understanding of English. Related to this, the researcher decided to use video to find out whether or not video can solve the problem. Speaking is more about the process rather than just a product. The use of media in the process of teaching speaking will be helpful in determining the product of speaking. During the process of speaking, students should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. Based on the explanation above the writer will conduct a research, entitled "Improving Students Speaking Skill by Using Video in Expressing Personal Identity at Grade VII Students of SMP N 7 Rambah Hilir".

1.2 Identification of the Problem

Based on the background of the problem described in the previous section, it is found several problems, as follow:

1. The students have low speaking skill in expressing personal identity
2. The students have less vocabulary in expressing personal identity
3. The students have low motivation in learning process in expressing personal identity
4. The media that the teacher used was limited in teaching learning process.

1.3. Limitations of the Problem

Based on the observation and the identification of the problem related to English subject, in this case the researcher limits the research to the *“Improving Students Speaking Skill by Using Video in Expressing Personal Identity at grade VII SMP Negeri 7 Rambah Hilir”*.

1.4. Formulation of the Problem

Based on limitation of the problem above, so problem in this research could formulated as follows:

1. To what extend could video media improve the students speaking skill at seventh grade SMP Negeri 7 Rambah Hilir ?
2. What factors influences the changes in the process of students speaking skill to express personal identity by using video media at seventh grade students of SMP Negeri 7 Rambah Hilir?

1.5. Purposes of the Research

This research was conducted to find out:

1. To find out whether the using video media improve students speaking skill in expressing personal identity at SMP Negeri 7 Rambah Hilir.
2. To find out the factors that influence the use video media in improving students speaking skill at grade VII of SMP Negeri 7 Rambah Hilir.

1.6. Significance of the Research

The research were expected gave contribution to teacher, students and for the researcher :

a. For studentss

After read this research, the students can get more knowledge and improve their speaking skill. The students have many knowledge about how to practice in speaking in front of the class. When the students have knowing very much vocabulary so study English can be easy.

b. For teacher

Having read result of the research the teacher can get the progress in the next teaching, especially in speaking. The teacher can enrich their knowledge about media video in speaking at SMP N 7 Rambah Hilir. The teacher can be easy to teach the students in the class. With video the teacher can be success to teach how to express personal identity text in speaking.

c. For school

The important of this research to the school, it was as a means to support the attainment of educational objectives in the educational unit as a guided for planning the next school programs.

1.7. Definition of key terms

1. Speaking

Speaking is the process of building and sharing meaning with verbal and non verbal symbols, in a variety in contexts. Chaney and Diyah (2007). In other hand, speaking is a process of communication between at least two people and speaking is a way to express someone's idea. In this case, speaking skill is about how first students of SMP N 7 Rambah Hilir in expressing personal identity.

2. Video

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to Newby et al., (2000: 102), videos are the display of recorded Videos on television-type screen. Any media format that employs a cathode-ray screen to present a Video can be referred to as video. Furthermore, Richards & Renandya (2002: 364) state that 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. It means that video is media that consist of visual and audio effects

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion involves the review of related theories, Review of Related findings, and conceptual Framework.

1. Teaching Speaking

A. The Nature of Speaking

Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into words about perception, feeling and intention to make the other people grasp the message that is conveyed. It can also be said that speaking is people's ability in expressing their idea to other people. People engage in speaking for having a good communication.

Many experts propose definitions of speaking. Fulcher (2003: 22) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Linse (2005: 47) states that speaking is equally important in young learners' language development. Moreover, Cameroon (2001: 40) states that speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production. Celce-Murcia (2001: 163) states that for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of

human communication. She also states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

It is clear that speaking is a verbal use of language that is important for communication. Speaking is people's ability in expressing their ideas to other people to understand each other. It is a demanding skill that should be developed in order to communicate with others.

B. Micro- and Macro-skills of Speaking

Speaking as well as other skills has a list of various components. The purpose is to serve taxonomy of skills from which the teacher will select one or several that become the objectives for the students to acquire effective speaking strategies. Those are micro-skills and macro-skills.

1) Micro-skills

The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004: 142). The students have to orally produce the different English phonemes and allophonic variants; produce chunks of language of different length; produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonation contours; produce reduced forms of words and phrases; use an adequate number of lexical units (words) in order to accomplish pragmatic purposes; produce fluent speech at different rates of delivery; monitor their own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message; use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and

pluralization), word order, patterns, rules, and elliptical forms; produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences; express a particular meaning in different grammatical forms; use cohesive devices in spoken discourse.

2) Macro-skills

The macro skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004: 143). The students have to accomplish appropriately communicative functions according to situations, participants, and goals; use appropriate registers, implication, pragmatic conventions, and other sociolinguistic features in face-to-face conversations; convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; use facial features, kinesthetic, body language, and other nonverbal cues along with verbal language to convey meanings; and 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.

Van Ek and Trim (1998) explain six categories of language-functions for threshold level. The first is imparting and seeking information. This category includes reporting (describing and narrating), correcting, asking, and answering question. The second is expressing and finding out attitudes. This category includes expressing agreement and disagreement; expressing about pleasure, happiness, displeasure, unhappiness; expressing likes and dislikes; expressing about

satisfaction/dissatisfaction; expressing surprise/lack of surprise. The third is deciding on course of action (suasion) includes expressing hope, disappointment, fear, gratitude; reacting to an expression of gratitude; offering and accepting of apology; expressing about approval/disapproval. The fourth is for socializing. This category includes attracting attention; greeting people when meeting a friend or acquaintance; replying to a greeting from a friend or acquaintance; and addressing a friend or acquaintance; addressing a stranger. The fifth is structuring discourse includes asking someone's opinion; showing that one is following a person's discourse; interrupting; asking someone to be silent; giving over the floor; indicating a wish to continue; encouraging someone to continue; indicating that one is coming to an end; closing; and telephone opening. The last is communication repair includes signaling understanding/non-understanding; asking for repetition of sentence; and paraphrasing.

One of the implications of the list is the importance of focusing on both the forms and functions of language. In teaching speaking, the teacher does not limit students' attention to the whole picture but he/she also help students to see the small parts of language that make up the whole. As the teacher plans a specific technique, such a list helps the teacher to focus on clearly conceptualized objectives. The teacher can select one or several from the list as the objective to teach speaking to the students and to assess their speaking ability.

C. Teaching Speaking In Junior High Schools Based On *Ktsp* (*Kurikulum Tingkat Satuan Pendidikan*)

Based on KTSP or school based curriculum, English as subject matter for junior high school is aimed at building language ability and communication skill in

spoken and written form to face the development of science and technology in globalization era (Suparman, 2007:13). The school based curriculum is developed by the school based on BSNP (*Badan Satuan Nasional Pendidikan*) which contains eight educational standards. Two of them are the standards of contents and the standards of graduate competence that become the main reference for each school in developing the curriculum. The standard of content covers teaching material which consists of the standard of competence and the basic competence. Those are developed based on the guidance of the board of national education standard (BSNP 2006).

As stated in the government regulation No. 23 year 2006 on National Education System set out in regulation No. 19 year 2005 about national education standards, National Education Department has prepared competency standard and basic competency for every subject for eighth grade students of junior high school. It is used as a guide for teacher in developing the school- based curricul.

1) Competency Standard of Speaking

Based on competency standard of speaking stated in the school-based curriculum, the eighth grade students on the second semester are expected to be able to:

- a) Express meaning of short simple transactional and interpersonal conversation to interact with society and surrounding.
- b) Express meaning of functional oral texts and short simple monologue in the narrative and recount text to interact with surrounding.

2) Basic Competency

The objectives of teaching speaking in eighth grade students of junior high school can be reflected on the basic competency that has been prepared by the government. In the objectives of basic competency in the eighth grade students' speaking class on second semester, the students are expected to be able to:

- a) Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various languages accurately, fluently, and appropriately to interact with surrounding, including asking, giving, and refusing service; asking, giving, and refusing things; accepting and denying the fact; asking and giving opinion; asking, giving, refusing something.
- b) Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various languages accurately, fluently, and appropriately to interact with surrounding: asking and giving approval; asking, giving, and responding to the statement; opening and closing conversation; opening and closing telephone conversation.
- c) Express meaning in the form of short functional spoken text by using oral various languages accurately, fluently, and appropriately to interact with surrounding.
- d) Express meaning in short simple monologue by using oral various languages accurately, fluently, and appropriately to interact with surrounding in the form of narrative and recount text.

By looking the basic competency of speaking, the teachers will know the scope of speaking materials that will be taught in the class. The materials are language

functions such as asking and giving approval, asking, giving, and refusing service, asking, giving, and refusing things, accepting and denying fact, asking and giving opinion, asking, giving, refusing something, asking, giving, and responding to the statement; opening and closing conversation, opening and closing telephone conversation, and genre of text type, that are narrative and recount text.

d. The Characteristics of Junior High School Students

One of challenge in teaching is dealing with age. Different age level needs different way of teaching. Junior high school students can be classified as teens. Teens are in between children and adult. Therefore, it needs a special set of considerations applies to teaching them. Brown (2001) explains that teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. One of the most important concerns of English teachers is to keep students' self-esteem. Teacher should avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by a teen.

The age factor will give better effects as the teacher begins to teach. Age variables will give a lot of influence in overall lesson, in the types of techniques, in the management of the classroom, in verbal registers as well as body language, in the teacher-student exchanges, and in the relationship that those exchanges conveyed.

e. Types of Classroom Speaking Performance

Different speaking activities such as conversations, group discussions, speeches

make different kinds of demand on learners. They require different kinds and levels of preparation and support and different criteria have to be used in assessing how well students carry them out. Before teaching speaking, it is important for the teacher to know what the students will do in a speaking class. There are six categories applied to the kinds of oral production that students are expected to carry out in the classroom; they are imitative, intensive, responsive, transactional, interpersonal, and extensive (Brown: 2000). The explanation of those categories is given below:

1) Imitative

Imitating is for focusing on some particular element of language form rather than for the purpose of meaningful interaction. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic problems.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or pair work activity.

3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5) Interpersonal (dialogue)

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

6) Extensive (monologue)

Monologues can be in the form of oral report, summary, or perhaps short speeches.

Those types of speaking performance help teachers in deciding what to do in speaking classroom. These categories also help teachers identify students' speaking level and give them appropriate materials based on their level. The teacher can use them in designing tasks for assessing speaking. The teachers can also consider one of the categories above to be assessed.

f. Principles of Designing Speaking Techniques

In regard to the speaking techniques, Brown (2001: 275) outlines some principles for designing speaking techniques as follows:

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

It means that to concern on how to make meaningful activities without throwing away learner needs. For example, make any drilling as meaningful as possible.

2) Provide intrinsically motivating technique.

It means that the teacher should link the students' interest and their need for knowledge to achieve the competence. The teacher should help students to see how the activity will benefit them.

3) Encourage the use of authentic language in meaningful contexts.

The meaningful interaction is important to encourage the students' willingness to speak in the target language. The teacher can find some help from teacher resource to devise authentic contexts and meaningful interaction.

4) Provide appropriate feedback and correction.

Since the most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give correct feedback that are appropriately for the moment.

5) Capitalize on the natural link between speaking and listening.

As the teacher perhaps focusing on the speaking goals, listening may naturally precede. Skills in producing language are often initiated through comprehension. The teacher should not lose out on opportunities to integrate the two skills.

6) Give students opportunities to initiate oral communication.

It means that the activities should give a lot of opportunities for the students to initiate the target language. When design and use speaking techniques, teacher should have allowed students to initiate language.

7) Encourage the development speaking strategies.

The students do not have to worry about their low level of proficiency since they will build their personal speaking strategies for accomplishing oral communication purposes.

These principles are intended to design appropriate techniques to teach speaking. The teacher should consider the aspects of teaching speaking to encourage students' confidence and give them a lot of opportunities to communicate in English. These principles concern on how to make meaningful activities without throwing away learner needs.

G. Teaching Speaking with the Conventional Technique

Teaching speaking in the seventh grade students of SMP N 7 Rambah Hilir often goes with the teacher taking the materials from the textbook and reading a dialogue from the book. The teacher gives an explanation about the dialogue, language function, and key words. After that, the teacher asks students to work in pairs and make a dialogue or just asks the students to read it from the book. Then the students present it in front of the class. In teaching speaking, textbooks tend to be the main resource the teacher used in deciding what to teach. Most of the time in the classrooms tends to be related to textbooks in some ways. Very often they are the only resources to which all students have accesses during a lesson in addition to the teacher. Most problems for students' class work and homework are taken from the textbooks. It is also easier because all the students have the book and it makes students feel boring with the atmosphere of the class.

2. The Use of Video as Audio-visual Learning Media

a. Audio-visual Media

English in Indonesia is a foreign language. Related to this, students learn the target language (English) in their own culture and the available practices or activities in the classroom. The key factor in the English learning development is the opportunity given to students to speak in the target language. Teachers must improve the students' willingness and give them reason to speak.

A possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language (Richards & Renandya,

2002: 209). Audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. Audio-visual stimuli provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking ability.

Cakir (2006) says that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In designing activities with audio-visual materials, teacher should integrate strategy instruction into interactive activities. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communication

purposes. They should be based on authentic or naturalistic source materials. They enable learners to manipulate and practice specific features of language. They allow learners to rehearse, in class, communicative skills they need in the real world. They should also motivate psycholinguistic processes of learning.

Audio-visual media helps students develop their speaking ability. It contains authentic sources for students to learn English. Through audio-visual media will motivate them to speak in English. Effective interactive activities using audio-visual media should be manipulative, meaningful, communicative, and involving learners in using English for a variety of communication purposes.

b. Video

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to Newby et al., (2000: 102), videos are the display of recorded pictures on television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video. Furthermore, Richards & Renandya (2002: 364) state that 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. It means that video is media that consist of visual and audio effects. Nowadays, students have an

opportunity to increase their knowledge and skill everywhere either inside or outside the classroom by using audio-visual media. Those audio-visual materials, for example films and videos, promote perception, understanding, transfer of training, reinforcement, or knowledge of results and retention. Smaldino, Lowther, and Russell (2007:310) say that many teachers use video to introduce a topic, to present content, to provide remediation, and to promote enrichment. Video can be used in all instructional environments with classes, a small groups, and individual students. In his thesis Berk (2009) states that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners.

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.

c. Video Clip

There are a lot of types of video that can be used to teach speaking. However, a video clip is better to teach speaking. A video clip is a short segment of video or a video which has been cut into several short segments with certain duration of time from one to five minutes. These video clips

can be played on the computer or television. Smaldino, Lowther, and Russell (2007: 310) say that “the trend today is delivery of video media as short, concise segments that teacher can assemble in a variety of ways to support a varieties of utilization scenarios”. Moreover, Richards and Renandya (2002: 165) state that it is better to export a short (3-5 minutes) segments of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students. Berk (2009) in his thesis states that a short video clip may make a gigantic difference in the students’ moods, motivation, and attitude. Short video sequences of between one or four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating (Harmer, 2007: 283). It is clear that short segments of video are more effective in the teaching learning process because teacher can choose any part which consists of certain language function that will be learned by the students. Today, video is easier to access and it presents in many types. The teacher can select which one is appropriate with the available media and current technology. It will still be useful until several years later for teaching and learning as it follows the development of technology.

d. Teaching Speaking with Video

Harmer (2007:287) proposes two video-based activities which can be used in video-based lessons. One of them is video watching activities. A number of activities are designed for specific video situations. They explore the

range of options for use with both “off-air” and language learning videos.

Video watching activities includes three sections as follows:

1) General comprehension

The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back again for details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has been finished, the teachers read out questions and the students have to write the answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

2) Working with aspect of language

The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual groups to focus on language is to get hold of English language videos which have subtitles in students’ language. The teacher can start by viewing the video without sounds and discussing the subtitles in general.

After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the sounds turned up to compare their English with the words that were actually spoken.

3) Video as springboard to creativity

How video clips help to start the students' creativity showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it. Then they do any language work which may be appropriate. Teacher asks students to watch the clip again but they have to imagine how the scene would be different. This activity helps the students understand more about language being used and direct them to insights about language and behavior in general. Sometimes, the teacher needs to modify and select their own authentic video material to fit their timetable and the specific needs of the students.

Richards and Renandya (2002) suggest some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect. They are:

1) Guiding the students toward appreciating video as a language learning tool Teachers need to lead students to an appreciation of video as a valuable tool for language learning. It helps them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

2) Making the video an integral part of the course

Video's true potential in language learning is only achieved when it is used as an integral part of a course. One way to do this is to bring in the video

to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook.

3) Using short sequences

It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students

4) Familiarizing oneself with the material

Treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting in the class.

If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

5) Treating the video as both a visual and an audio text

When planning the lessons, it is important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

6) Designing lessons that provide opportunities for repeated viewing

Once is not enough. Unless students are extraordinary and –native levels of language proficiency, they will need to see and hear a video sequence several times if they are to understand the situation, identify the characters, and observe and recall the language and other facets of the video in any detail.

7) Planning activity for three stage

Teachers can promote active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of activities: previewing, viewing, and post-viewing. The stages are elaborated as follows:

a) Pre-viewing activities

These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

b) Viewing activities

These involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect such as factual information, plot development, or the language used in particular situation.

c) Post-viewing activities.

These require students to react to the video or to practice some particular language point. In this point, the teacher can make discussion, role play, debate, etc.

Like any other resources, video is best when it is used carefully and intelligently. The teacher is responsible for making video based lesson a rewarding language learning experience. How the teacher approach the use of video in the classroom will determine how valuable it is perceived to be by the students, and how significant it will be to them, in the language learning process.

E. The Advantages and Disadvantages of Using Video in Teaching Speaking

Teaching by using video has been used since years ago. It is believed that video gives potential impact on foreign language study. It is beneficial to present both linguistic and non-linguistic aspects. A video is a resourceful tool for teaching foreign language speaking. Harmer (2007: 308) states that a video can provide language in use. For example, the students can see how intonation matches facial expression and what gestures accompany certain phrases. Another great advantage of video is that it provides authentic language input for the students. Cakir (2006) states movies and TV programs are made for native speakers, so in that sense video provides authentic language input. Smaldino, Lowther, and Russell

(2007: 316) say that one of the advantages of using video is cultural understanding. It means that the teacher can develop a deep appreciation for other cultures by seeing depictions of everyday life in other society. A video offers some exceptional qualities that make it particularly useful in education. Lever-Duffy and McDonald (2008) say that video can appear to alter both time and space as it captures events. They also state that video has the potential to shift the viewer's location as well as the time frame experience. Video travelogues, documentaries, and docudramas can seem to shift where viewers are located, from the classroom to the location they are viewing. Harmer (2007: 282) says that learner motivation increases when learners learn language using video. Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task. The use of authentic material can enhance students' interest in classroom activities and increase their motivation to listen, understand, and learn. Busà (2010) states that listening to real people speaking about real-life experiences and interacting with other speakers in a natural way may be considered more stimulating than listening to actors reading scripts elaborated by EFL (English for Foreign Language) writers. A video can be effective way to get students' attraction and increase their motivation. Furthermore, Brewster et al (2002: 204) concludes some benefits of using videos for young learners into four aspects as follows:

1) Psychological aspect

Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning.

2) Linguistic aspect

Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

3) Cognitive aspect

Video can improve the students' curiosity and provide up-to-date information. It enables students to maximize their abilities to infer from context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning.

4) Cultural aspects

From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

However, above all the advantages of using video to teach speaking, Riddel (2003: 223) states that there are also the disadvantages of using video. The disadvantages of using audio-visual media are the concern of the using of equipment such as students may not see it as a real learning. Students sometimes are frustrated with the 'stop-start' nature of lesson, and with a very big class not everyone may be able to see the screen. The teacher may have to prepare their own materials and tasks. Riddle also suggested not overusing video type of lesson.

From the theories above, it can be concluded that video brings many advantages in teaching and learning speaking. Using a video in teaching speaking gives authentic model of English. It can also provide language in use. Moreover, a video in speaking allows students learning correct pronunciation, improving their vocabularies and understanding different culture. A video is generally easy to understand because of the available visual clues. Using it in learning is interesting and motivating for the students to learn. However, the teacher should also concern about the equipment used in teaching video. Teacher should also manage the use of video and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

F. The Reason Why Use Video

There are five reasons why use video in teaching and learning process.

First, Independent and active learning. One of the best ways to make sure

students understand something is to let them explain a concept on their own.

Second, Differentiated instruction. Video lets students work at a level that's comfortable for them.

Third, Real-world applications. Students work harder if they can see the purpose of learning a new skill.

Fourth, Student engagement. Because video lessons require creativity and have real world applications and actively involve the students throughout the lesson, they tend to keep students engaged longer.

The last, Peer collaboration. Since video assignments are often developed as group projects, they can offer students a chance to help their peers and to learn to work collaboratively as they problem solve.

G. How to Apply Video in Teaching

There are some steps to use video in teaching and learning process. First, the teacher gives material to the students. After that, the teacher shows a video about the material. Then, the students are asked to identify some items based on teacher instruction about the video. Next, the teacher asked the students to perform. The last, Teacher gives evaluation

C. Conceptual Framework

As stated earlier, speaking is about the process rather than just a product.

The use of media in the process of speaking will be helpful in determining the product of speaking. During the process of speaking, the students' should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed, then, that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher chooses video as an effective media to help students improve their speaking skill.

Video as media is the teaching aids which consist of sounds for the students to listen to and visuals for them to see. It shows the dialogues of native speaker of English in various situations. It also allows listeners to see the facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language. By watching the conversations in the video, the students can be more motivated.

In teaching speaking, the teacher took the materials from the course book. The speaking activities in the class were the reading dialogue activity and more activities taken from the book. The teacher will give short explanation about the dialogue, language function, and key words. After that, the teacher asks students to work in pairs to make the dialogue. Then the students will present it in front of the class and the teacher evaluates it.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer gives more explanation about how this research would conduct. This chapter provides the explanation about some explanations. There are research design, setting of the research, instrumentations, procedure of the research, technique of collecting data, and technique of analyzing the data.

3.1. Research Design

This research is classroom action research. According to Lewin (Sanjaya: 2013) there are four steps that we have to do in action research: planning, action, observation and reflection. Action research is a research which is occurred in a form of circle and continuously. Based of the statement, action research is a form of a research in which practitioners, reflect systematically on their practice, implementing informed action to bring about improvement in practice.

3.2. Setting of the Research

This research would be conducted in SMPN 7 Rambah Hilir, which has located in Sei Sitolang, Rambah Hilir distric, Rokan Hulu. The participant of this research was in the seventh grade students of SMPN 7 Rambah Hilir in class have been 18 students. In this research, a collaborator was Mrs. Rini, S.Pd as English teacher who teaches English in SMPN 7 Rambah Hilir.

3.3. Instrumentations

In this research the researcher had two variables are speaking skill and Video media. The instrument that would be used by the writer are test, observation, and field note. The instrumentations in this research among other:

3.3.1. Test

To know effectiveness focusing Video media, the researcher gave oral test, the researcher divide the score into five criteria, which are the scores of pronunciation, intonation, fluency and accuracy.

3.3.2 Observation sheet

Observation was a way of collecting data with record hold on the activities and development carry out by teachers and students during the learning process (Arikunto, 2010).

The collaborator would be observed both the teacher and the students during teaching learning process by filling the observation sheet. It is very important in order to know whether the process of teaching learning is done properly and correctly. The specific activities that shall be done by both students and the teacher can be seen more detail in plan. In this case, the collaborator would be had to give checklist to some items written in observation sheet.

Table 1.
Student's Observation Sheet

No	Name	Pronunciation	Intonation	Fluency	Accuracy	Score
1						
2						
3						
4						
5						

Table 2.
Teacher's Observation Sheet

No	Teacher's Activities	Comments
1	The Materials	
2	The application of video in learning process	
3	The way of teaching (set the video)	

3.3.3. Field note

The use of observation sheets was not enough in order to collect the real data. There are some points that could not be in checklist, but they need such explanation, for example when some students who make a noise during the teaching and learning process or there is of them was sick. In addition, the collaborator used the field note as direct observation of everything happen both orally and action of the teacher and the students. Holly in M arthasari (2010) define that field notes are direct observation of what being said and done as well

as impression or bunchess of the observer.The form of fill note an empty of paper wich not all the events during the activities at the classroom running.

Field noted	
1.	
2.	
3.	
	Collaborator

3.3.4. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in speaking by using media Videos. According Wiraatmaja (2007 : 117) interview as the questions to propose like verbal to the other people can give information or explantion about the condition of necessary, any three kinds of interview are standard. There were standard schedule interview and standart interview not schedule and not standard interview. Beside that interview data are used to know about students progress after the action. The questions are task to students as follows:

Table 3 :
Interview

No	Interview	Answer
1.	How do you feel to study speaking by using Video media?
2.	What is your problem to speak in expression personal identity?
3.	What factors influenced the change in process of speaking by using Video media?
4.	What is the advantages using Video media in teaching learning process?
5.	What is the advantages study personal identity expreesion?

3.4. Procedure of the Research

The research used classroom action research. Therefore, the research used cycle in doing the research and this research is hold in two cycles. There are four step of classical process; plan, action, observation, and reflection. The four steps Can describe as follow:

1. Plan

Planning usually stars with someting like a general idea. This phrase is the first step of the research procedure. In this phrase the researcher prepare everything need in the research as the following:

a. Chose the material

Teacher chooses the material. It is based on the English book for junior high school. The topic for each cycle is about self-introduction.

b. Made the lesson plan

Teacher made the lesson plan and set the meeting for each cycle. There are two meetings for each cycle and one lesson plan for each cycle.

d. Prepared the observation checklist and field note for the teacher and student

2. Action

In this step, the researcher implement the solution of the problem by using Video media strategy to improve speaking skill. The steps of action, The researcher prepare the steps in this research as the following:

- a. The text has been teaching for Video media
- b. Students have to practice using Video media in expressing personal identity text
- c. Students have modify/ create a situation in speaking
- d. Evaluate and check the students comprehension

3. Observation

Observation was all activities aim to identify, record and document every indicator of process and achieved good result generated. In the observation it must be make the students were fun, enjoy and motivate in learning speaking collaboratively. Then check whether the solution or using Video media strategy is

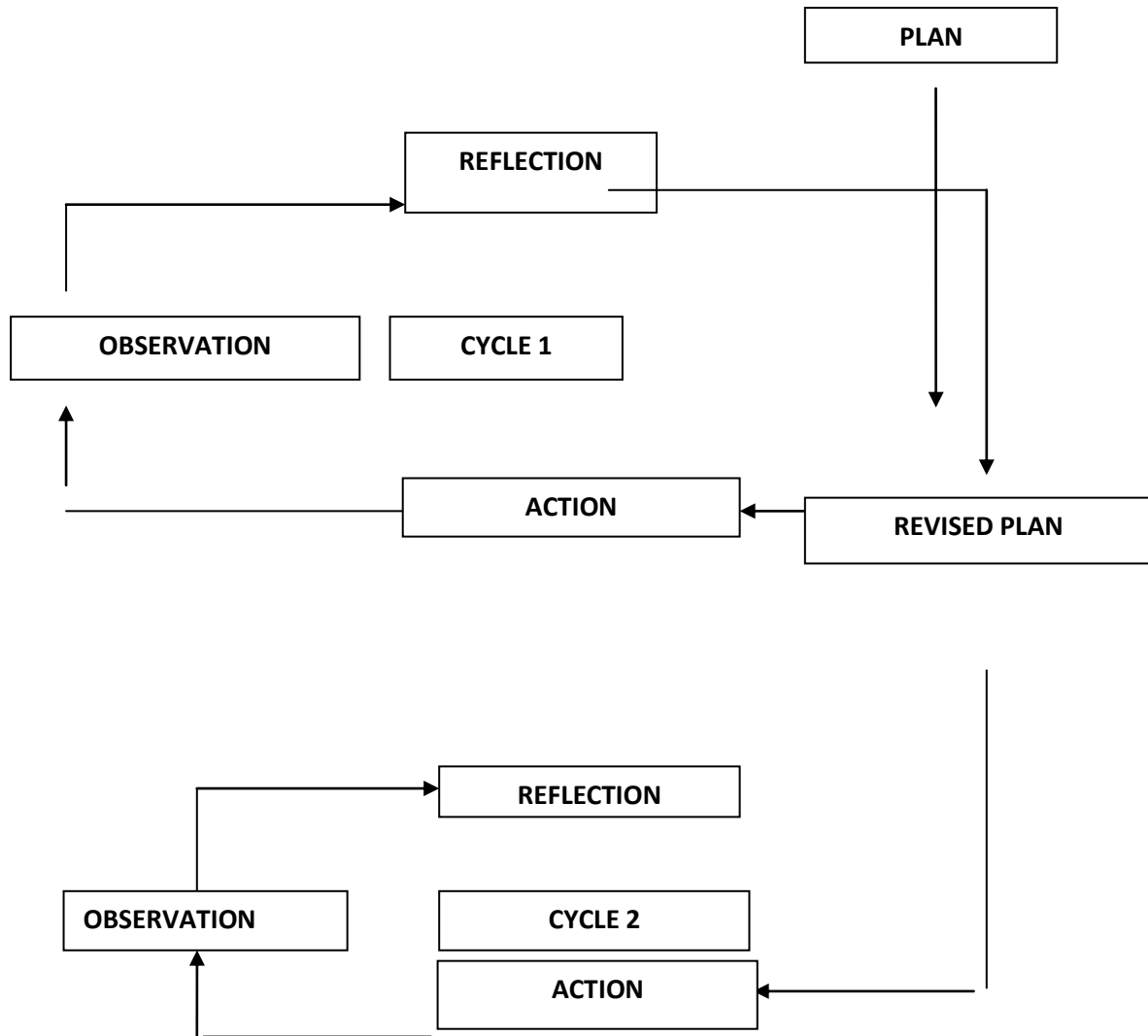
successful or not to create relax admosphere in the classroom, by helping a collaborator that has been observed the teacher and students interaction during the teaching and learning process. In observing activity, the collaborator use observation checklist and field notes.

4. Reflection

In this part, the researcher analyze, review and respond to the previos learning process in the first cycle to create the next plan for the next cycle. These steps occur until the expected condition research. These steps and activities in the next cycles were similar to those in cycle 1. The only difference in their emphasis because of some sort of revision.

In this reseaech, the researcher used the model Kemmis and Mc Taggart. In planning, Kemmis begins with a plan, action, observation, reflection, re-planning is a basis for solving the exciting problems. Based on the result of the reflection of this research carry out by the design of the model Kemmis and Mc Taggart (2008: 66),which each cycle consists of four of components, namely planning, action, and reflection. The model is as follow:

**Figure 1 :
CYCLES**



3.5. Technique of Collecting the Data

a. Quantitative Data

Data was a note of fact or information that would be processed in the research activity. Arikunto (2006) data is a whole fact and number that can

be used as material for arranging information is used as need. The data are very significant in the research. The research cannot get information without the data. The data in this research were in the students' score of the first grade at SMP N 7 Rambah Hilir in the form of speaking test in pre-test and post-test. After the researcher get permission from headmaster, the researcher will do procedure in collecting data as follow:

- a. The researcher gave pre-test for expression personal identity and introducing self-identity using Video, and give duration three minutes for each students.
- b. The researcher gave treatment by using Video as a media and the material in speaking.
- c. The researcher gave post-test which has same duration in pre-test.

Data collecting method is the method that is used by the researcher to collect data. In collection of data the researcher uses instrument. Instrument is the tool that use to get the data. In this research the instrument used was only test. The test is in the form of expressing personal identity text and answer the questions which is to measure the skill and ability of an individual. Using test to know the students speaking skill

- **Test**

Test is use to find out the improvement of speaking skill . The Test is use at the end of each meeting. After conducting the teaching video as the treatment. It is done in order to know the students development in

speaking test after having the treatment. Time location of the test is 66 minutes.

b. Qualitative Data

After getting scores on pretest, the researcher gave treatment by using Video in speaking class. In this study, the teacher was the researcher herself. The format of the procedure in giving treatment as followed on:

1. Teaching and learning process were held for about 40 minutes for each meeting
2. The activity consisted of 5 minutes introduction, 30 minutes for main activity, and 5 minutes for closing.
3. In the main activity, there were some activities as follow:
 - a. The teacher started the teaching and learning process.
 - b. The teacher presented the material about expression personal identity text (this is me).
 - c. The teacher gave clear explanation and instruction of what should they do to make and express in personal identity text (name, age, hobby,adress, bloodtype,and family members).
 - d. Teacher read aloud and students follow the teacher used Videos in the book as media. The teacher read aloud the students follow the teacher uses Videos in the book as media. The teacher taught about “how to introducing the personal identity” in front of the class.

- e. Then, the teacher asked to students to practice about personal identity in front of the class one by one.
- f. In “ Expressing pesonal identity” teacher gave the students time for about 3-4 minutes to have practice.
- g. In this activities the teacher recorded by camera.

3.6. Technique of Analyzing the Data

a. Quantitative Data

The technique of quantitative data was a technique to analyze and count the data. It means that the technique of quantitative data analysis is the process of data shaped by number. In this study, the researcher used the quantitative data to know the students ability in speaking. After they are taught by using Video as a media in teaching speaking. The researcher conducted test to the students before and after they were taught by using Video. The test result are compared, then the researcher took the percentage of students' score by using some of criterias of Arthur Hughes in rubric speaking scored. To analyze speaking skill data, the researcher use Watchidah, et.al (2016:20-21) as follow :

Table 4.
Scoring Rubric of Speaking Skill

No	Aspect of speaking	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but the mistakes do not interfere the meaning	4
		There are some mistakes and the mistakes interfere the meaning	3
		There are many mistakes and they interfere the meaning	2
		There are many mistakes and interfere the meaning	1
2.	Intonation	Almost perfect	5
		There are some mistakes but the mistakes do not interfere the meaning	4
		There are some mistakes and the mistakes interfere the meaning	3
		There are many mistakes and they interfere the meaning	2
		There are many mistakes and interfere the meaning	1
3	Fluency	Very fluent	5
		Fluent	4
		Fluent enough	3
		Not so fluent	2
		Not fluent	1

4.	Accuracy	Very appropriate	5
		Appropriate	4
		Almost appropriate	3
		Not so fluent	2
		Not fluent	1

Source :Watchidah, et.al (2016:20-21)

b. Qualitative Data

After analyze quantitative data, the data also analyzed qualitative data. In this research the data will be get from observation and checklist. Gay: 2010) suggested some strategy in analyzing the data as follows:

1. Data managing

The data shall be managed in observation , checklist and test form, in order to get good result and easy to analyze

2. Reading to note

The researcher would read and analyze deeply the data from observation checklist and the test

3. Describing

The data wich are getting during the research activities, will describe in order to provide detail information about the setting, the participants, and the activities. The aim of this steps are to provide a true Video of setting and event s that place in the research.

4. Classifying

The data was categories into smaller unit based on the data from observation checklist and result of the test during the research activities.

5. Interpreting

After clasifying the data, the next step was to interpret into general conclusion or understanding.

6. Written report

Finally, all of the data has been analyzed will be presented in a written report.