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 (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

CHAPTER I

INTRODUCTION

This chapter discusses about background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, importance of the research and definition of key terms.In this chapter, the researcher tries to mention the problems seen and find out the right purpose of doing the research. The complete explanation can be read on the following content of the research.

A. Background of The Problem

Language is the important one to communication with other people. English is one of the International languages that people use in many countries. English has four important skills to be mastered, one of them is listening. People use language to express their mind, wishes, and ideas. Language is a means of communication people use to share ideas with others. Language predicts attitude and wishes of the users. Language has to be learned and used in a social community, without which the existence of language is beyond understanding.

Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those functions of language, people study language both formal or in class and informal or outside the class.

One of the four skills above which plays a significant role in mastering English is speaking. As a skill speaking is the most used skill by people rather than the three other skills. Competence Based-Curriculum or 2006 KTSP curriculum as current curriculum applied by Indonesian Government becomes such a bridge to achieve communicative competence (CC) especially speaking skill.

The ability to communicate in a language comprises four dimension namely Grammatical Competence (Including rules of phonology, orthography, vocabulary, word formation and sentences formation), Sociolinguistic Competence (rules for the expression and understanding of appropriate social meanings and grammatical forms in different context), Discourse Competence (rules of both cohesion - how sentences elements are tied together in repetition, synonymy, etc – and coherence – how texts are constructed), and finally, Strategic Competence (a repertoire of compensatory strategies that help with a variety of communication difficulties. These four competences show the abilities underlying speaking proficiency and it is also really important elements in the process of developing speaking ability.

SMAN 2 Ujung Batu is one of the senior high schools located in Ujung Batu Subdistrict of Rokan Hulu Regency. At this school, english is regularly taught to their students every week. Besides as an obligatory subject, learning English also added by the extracurricular to support the students' mastery in English language such as debate club or English club. It is a regular activity

where the purpose is to improve students' speaking skill, especially in English.

The researcher also found that there are students who cannot speak English well. The researcher tried to find why they cannot speak English well by making a short interview among some of them. The researcher found that their speaking problem was caused by the several reasons such as:

a. Low of vocabulary mastery

b. Low interest in learning English and

c. Low strategy from their English teacher to motivate them to use English as part of daily communication.

Students' low vocabulary mastery made them quite difficult in speaking English for the communication. In this era, students need to be taught using the proper media to makes them speak more in the classroom. Using video is one of the solution for the students because through video they can see and hear directly about their speaking skill. It means that students are asked to practice their speaking skill through record their speaking in a video. Then, they can evaluate and find out their weaknesses in speaking. So that they are motivated to improve their speaking skill.

In fact, teacher has low strategy to attract students' interest in learning English so that it makes them become not interested in improving their English skill, moreover in speaking. Based on the problems faced by the students especially in speaking activity, the researcher is interested in doing a research which is purposed to analyze the eleventh grade students' speaking

skill by using video at SMAN 2 Ujung Batu.

B. Setting of the Problem

Based on the problem described in background of the problem above, Students' low vocabulary mastery makes them quite difficult in speaking English for the communication. In this era, students' need to be taught using the proper media to makes them speak more in the classroom. Using video is one of the solution for the students because through video they can see and listen the proper pronounciation or even accent in english speaking. Unfortunately, teacher has low strategy to attract students' interest in learning English so that it makes them become not interested in improving their English skill, moreover in speaking.

C. Limitation of the Problem

To keep focusing on doing this research, the researcher would like to limit this research only to analyze the students' speaking skill byusing video media to the eleventh grade of SMAN 2 Ujung Batu.

D. Formulation of the Problem

Based on the problem that has been limited by the researcher, it can be formulated as the following questions: "How is the eleventh grade students' speaking skill byusing video at SMAN 2 Ujung Batu?"

E. Purpose of the Research

The purpose of this research is to find out the eleventh grade students' speaking skill by using video at SMAN 2 Ujung Batu.

F. Importance of the Research

There are some importance of this research can be concluded by the researcher. They are:

1. For the students: Students hopefully are able to know about their English speaking skill and wants to add or improve it in the following days.

2. For the teacher: This research hopefully can be a guidance about what an English teacher should do to deepen students' speaking skill at SMAN 2 Ujung Batu.

3. For the next researcher: This research hopefully can be one of the references for those who want to conduct a research about the students' speaking skill in senior high school.

G. Definition of the Terms

1. Speaking Skill: Widdowson in Antoni (2005) states that communication through speaking is commonly performed in face to face and occurred as part of dialogue. It is the ability of someone who can speak well. From the statement above, the researcher can conclude that speaking skill is a type of communication performed directly through the ability of good delivery.

2.Video Media : According to Berk (2009), 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. From the explanation above, the researcher concludes that video a tool of entertainment and education which can play a moving object and record visual products.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher puts some theories related to the present tense, writing descriptive and review of related finding to compare the difference this research paper among several result of some researches which took speaking skill as their variables of the research. The researcher puts some theories related to the video and speaking skill based on the experts' statement to strengthen the content of this research. Conceptual framework also becomes the part on this chapter.

A. REVIEW OF RELATED THEORIES

1. English Speaking Skill

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered Senior High School ; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others includes teachers and friends to communicate. By gate (1998:7) states that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

Shumin in Oradee (2012) states that speaking English is the most

difficult for learners. In particular, learners stammer when speaking English. This result from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression.

Meanwhile, Richard and Renandya in Nazara (2011) states that a large percentage of the world's language learners study in order to develop proficiency in speaking. The tendency to prioritize the mastery of speaking also is also reflected the tendency of a society to make speaking skill a measure one's mastery of English.

Harmer i n B a s h i r (2011) states the reasons as people want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but people can still say that they feel the need to speak, otherwise people would keep silent.

Furthermore, speaking is the term that the write ruses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People have some communicative purposes. Speakers say things because people want something to happen as a result of what people say.

People may want to charm their listeners; to give some information, to express pleasure; people may decide to be rude or flatter to agree or complain. In each of these cases people are interested in achieving this communicative purpose what is important the message they wish to convey and the effect people want it to have.

From the explanation above, the researcher can conclude that definition of speaking is a term used for communication between people. Speaking is one of the ways in communication which is used to deliver the messages and ideas to everyone. Speaking is also important in people's everyday life to build relationship and social purposes.

According to Haris in Rahayu (2015) defines speaking as a complex skill requiring the simultaneous use different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Lado in Nazara (2011) points out that speaking ability or skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc.)

In addition, Essberger in Haron and Ahmad (2012) states that learners should grab opportunity to speak with teachers and other learners at school because speaking cannot be performed effectively alone like other language skills. Meanwhile, Ernenwein in Haron and Ahmad (2012) also states that the way a language is spoken in a classroom is often different than the more informal style of speaking used in everyday life. Learners should be familiar with many idioms and slang terms of a particular language.

Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

Based on the statements above, the researcher can conclude that the definition of speaking skill is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. Someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

2. Indicator of Speaking

According to Harris in Nazara (2011), among the four skills, speaking

skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process can be seen on the table below:

Table 1. Indicator of Speaking

No	Indicator of Speaking	Explanation
1	**Pronunciation**	It is very important to the students to pay their attention to the pronunciation when use a foreign language, especially English. It is purposed to avoid misinterpretation about something is said by the non-native speaker.
2	**Grammar**	Grammar is very important to be mastered by the students because grammar is a pattern of a language used in oral or written communication
3	**Vocabulary**	It will be impossible for students to speak a lot when there is no any enough vocabulary mastery. That is why vocabulary mastery is needed as many as possible for the students to be mastered.
4	**Fluency (the ease and speed of the flow of speech)**	People need to raise the fluency in speaking a language in order to get a good communication way.
5	**Comprehension**	It is needed to understand about the content of conversation.

Based on the table above, it can be seen that indicator of speaking can be divided into 5 components; they are pronunciation, grammar, vocabulary, fluency and comprehension. All indicators on the table above

are very important to be mastered by the English learners who want to be able to speak English well. The ability to speech a foreign language is the most pressed skill, because someone who are able to speech a language will also be able to understand it.

According to Lado in Aghdam (2012) defines that speaking skill as the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, It cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning.

3. **Type of Speaking Skill**

Brown (2003:141) states all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance :

a. Imitative

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number

of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

b. Extensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

Based on the explanation above, speaking assessment can be done through six categories and each category has scoring range from 1 (the lowest) up to 6 (the highest).

4. Speaking Measurement

According to Arthur Hughes (2003), the speaking measurement contains components speaking proficiency, including : their accent, grammar, vocabulary, fluency and comprehension. Each components has weighting point from 1-6 (from the lowest to the highest). In this research,

the instruments to get the data from the students speaking skill is speaking performance by using micro teaching practice video as a media to analyze the data.

Table. 2 Speaking Assessment Rubric

	Level	Indicator
Pronunciation (20%)	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent require concentrated listening, and Mispronounciations lead to occasional misunderstanding and apparent errors in gramar or vocabulary.
	4	Marked foreign accent and occasional mispronounciations which do not interfere with understanding.
	5	No conspicuous mispronounciations, but would not be taken for a native speaker.
	6	Native pronounciation, with no trace of foreign accent.
Grammar (20%)	1	Grammar almost entirely inaccurate expert in stock phrases.
	2	Constant error showing control of very few major patterns and fluently preventing communicatio.
	3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misundersatnding.
	4	Occasiional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
	5	Few errors, with no patterns of failure.

	6	No more than two errors during interview.
Vocabulary (20%)	1	Vocabulary inadequate foe evens the simplest conversation.
	2	Vocabulary limited to basic personal and survival areas (yime, food, trasnporation, family, etc)
	3	Choice of words sometimes innacurate, limitations of vocabulary prevent discussion of some common professsional and social topics.
	4	Professional vocabulary adequate to discuss special ineterst: general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5	Proffesional vocabulary board and precise: general vocabulary adequate to cope with complex practical problems and varied social situations.
	6	Vocabulary apparently as accurate and extensive as that of an educates native speakers.
Fluency (20%)	1	Speech is so halting and fragmentary that conversation in virtually immpossible.
	2	Speech is very slow and uneven except for short or routine sentence.
	3	Speech is frequently hestitant and jerky: sentence may be left uncompleted.
	4	Speech is occasionally hestitant, with some unevennes caused by rephrasing and grouping for words.
	5	Sppech is effortless and smooth, but perceptively non-native in speed and evenness.
	6	Speech on all prefessional and general topics as effortless and smooth as a native speaker's.
Comprehension (20%)	1	Understand too little for the simplest type of conversation.

	2	Understand only slow, very simple speech on common social touristy topics: require constant repetition and rephrasing.
	3	Understand quite well formal educated speech directed to him, but requires occasional repetition and rephrasing.
	4	Understand careful, somewhat simplified speech direct to him with considerable repetition and reprashing.
	5	Undertand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understand everything in both formal and colloqial speech to be expected of an educated native speaker.

(Hughes2003:131)

Based on the table of speaking assesment above, it can be seen that there are five components of speaking should be assesed by the researcher such as: pronounciation, grammar, vocabulary, fluency, and comprehension. According to Hughes (2003), every components of speaking consists of six indicators to be measured.

5. 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 feature 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. Trough audio-

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 short (3-5minutes) 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.

B. Review of Related Findings

In review of related findings, the researcher tried to compare this research with other researches which had the similar variables on their observation. There were many researches about speaking skill can be taken from the online journals. The researchers gave several researches about speaking skill and compare it with this research.

1. Madsa (2012) on his research *"Motivating Students' Speaking Skill Through Simulation in English for Specific Purposes"* states that Through this research, the researcher found out some initial findings that are important to share. The simulation in English for Specific Purpose class conducted in Rattaphum College, Language Center shows that students' are highly motivated with this approach. It was shown from their work on some assignments and task given with good results. Students were keen on attending the class as they feel that they get enough practice as well as theory. Students stated that their English is improved in some ways. Students feel more confidence. Students stated that the lecturer give good assistant during the class. Students could achieve their expectation in learning English. Students state that the equipment provided in class is very useful easy to use. Students stated that this simulation approach can be continue with some improvement. In answering the second questions, that is "what kind of simulation can be possibly effectively used to motivate the students" speaking skill in business English Class", the researcher found out that Building company (making business plan), Conducting Meeting, Doing Negotiation and Presentation are the types of simulations the students suggested. Besides that the students also gave some suggestions that the lecturer should give feedback to the students, should create materials in the form of hardcopy and slideshow and provide games and or other activities in the lessons.

2. Shabani (2013) on his research *"The Effect of Background*

Knowledge on Speaking Ability of Iranian EFL Learners" states that The findings of this study indicate that background knowledge has a significant effect on speaking ability. Providing the learners with background knowledge as well as systemic knowledge provides learners with the necessary information to facilitate speaking on a previously unfamiliar topic.

3. Arifin and Sari (2013) on their research entitled *"Teaching Speaking By Using Video Checking In A Hotel"* found that the technique applied to improve students' speaking skill is successful. The "1.11" score falls between pretest andpost-test results. This significant improvement was acceptable. Furthermore, the MDalso mean that students scored better afterthe technique was applied.In the first play of the video most students could not understand well aboutthe word in the video. Then, the video was played again until three time. At thefourth time, students use ahed to complete the sentences in group about the videosituation. Then, the video was played again. This time the students work wascorrected by the teacher sentence by sentence. After checked the students' anwers,students was asked to have conversation about the video shown by the teacher.Students were devided into 17 pairs. This was aimed to get students morefocus on the speaking and the practice. The students made a simple conversationbased on the video theme (checking in hotel) in pairs.
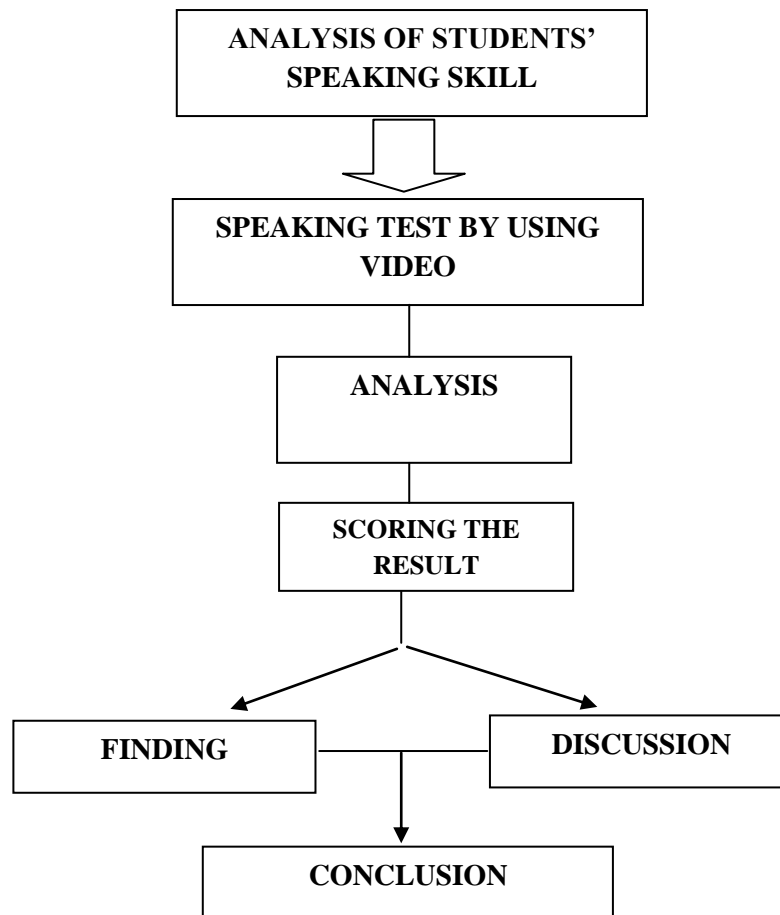
Based on the researches above, the difference between this research

and the research belongs to Madsa (2012) can be seen from the design of the research where Madsa's research is an experimental research and this research is a qualitative research. The purpose of Madsa's was to improve the students' speaking skill in specific purposes through simulation method and this research is purposed to find out the second grade students' speaking skill. Comparing with Sabhani (2013), his research was designed as an experimental research by seeing the effect of students' background of knowledge to their speaking skill. Meanwhile, this research was aimed to see students' speaking skill.

C. Conceptual Framework

Conceptual framework is a diagram of the outline this research, the researcher described the process of the research into a diagram in order to ease the reader to understand the outline of the research conducted by the researcher by the following diagram:

Figure 1. Conceptual Framework

```
┌─────────────────────────────┐
│   ANALYSIS OF STUDENTS'      │
│      SPEAKING SKILL          │
└─────────────────────────────┘
               ⇓
┌─────────────────────────────┐
│   SPEAKING TEST BY USING     │
│           VIDEO              │
└─────────────────────────────┘
               │
     ┌──────────────────┐
     │     ANALYSIS     │
     └──────────────────┘
               │
     ┌──────────────────┐
     │  SCORING THE     │
     │     RESULT       │
     └──────────────────┘
          ↙         ↘
┌──────────────┐   ┌──────────────┐
│   FINDING    │   │  DISCUSSION  │
└──────────────┘   └──────────────┘
               │
     ┌──────────────────┐
     │   CONCLUSION     │
     └──────────────────┘
```

Based on the figure of conceptual framework above, the researcher wants to analyze the second grade students' speaking skill of the eleventh grade students of SMAN 2 Ujung Batu. The researcher used a performance test as the instrumentation of the research. The result of the test was used to measure students' speaking skill in this research.

CHAPTERIII

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes the place for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data. This chapter explains about the direction of this research and also the procedure in collecting data. It helps the readers more knows about the design of the research, object of the research, technique collecting and analyze the data.

A. Research Design

This research consist only one variable and the researcher designs it as descriptive quantitative research. Widyoko (2012), says that qualitative research describes the way things are based on facts and stated in statement or word form. Qualitative research took natural setting of language usage: it was enable research to make interpretation of the data.

B. Setting of the Research

This research was conducted at SMAN 2 Ujung Batu which was located at Lintam Pematang Tebih in Ujung Batu Subdistrict of Rokan Hulu Regency. The research will be conducted on May 2018.

C. Population and Sample

1. *Population*

Population is a generalization region consisting of the object / subject has a certain quantity and characteristics defined by the researchers to learn and then drawn conclusions. According to Arikunto (2010, p. 173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested intaking the population of the research at the eleventh grade students of SMAN 2 Ujung Batu in academic year 2017/ 2018. There were 148 students in the grade eleven. The total population of the grade eleven students could be seen on the following table:

Table 3. Population of the Research

No	Classes	Number of Students
1	Class XI MIA 1	19
2	Class XI MIA 2	21
3	Class XI MIA 3	21
4	Class XI MIA 4	19
5	Class XI IPS1	22
6	Class XI IPS2	23
7	Class XI IPS3	23
	Total	**148**

2. *Sample*

Sample is a fraction of the number and characteristics possessed by

this population, or a small part of members of the population taken pursuant to certain procedures so as to represent the population. In this research, the researcher took a sample by using random sampling. The large number of the sample becomes a problem for the researcher in taking the data of the research. Arikunto (2002:10) says that if the population is huge enough and it is more than 100 people the sample can be taken is between 10% to 25%. So, in this research, the researcher used random sampling method in taking the data. The population of the eleventh grade students of SMAN 2 Ujung Batu was 148 students, and the researcher will take only 50 % of them to get involved as the sample, it means there were 75 samples of this research.

D. Instrumentation of the Research

This research have two instruments used to measure students' speaking skill in using video and analyze it, the researcher only used a performance test in speaking. It mean that the researcher asked the students to deliver a speech with certain topic of speaking and record it in video. The researcher asked the students to deliver a speech about certain topic within the maximum length is 5 minutes for every student. The topics were given to the students in delivering their speech are: *My Family, My hopes in the Future*, and *My School*. Students were asked to choose one of the topics above and while they deliver it the researcher will record their performance.

Table 4. Blueprint of Speaking Test

Topic	Speaking Assesment				
	Pronounciation	Grammar	Vocabulary	Fluency	Comprehension
1. My Family 2. My Hopes in the Future 3. My School					

E. Technique of Collecting the Data

In collecting the data, the researcher used performance or speaking test to the students. In collecting the data of the research, the researcher will ask the students to deliver a speech with certain topic given by the researcher and record it on video. The speech was maximum length in 5 minutes. The researcher recorded their performance as the data of this research.

F. Technique of Analyzing the Data

This is purposed to measure students' speaking skill in this research. In analyzing the result of the test, the researcher was helped by the raters to analyze students' speaking skill based on the speaking assessment. The score given by the raters was analyzed by the researcher to determine every student's speaking skill in this research. To measure students' speaking skill, the researcher used the following rubric scoring for speaking

Table 5. Rubric Scoring of Speaking Skill

	Level	Indicator
Pronunciation (20%)	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent require concentrated listening, and Mispronounciations lead to occasional misunderstanding and apparent errors in gramar or vocabulary.
	4	Marked foreign accent and occasional mispronounciations which do not interfere with understanding.
	5	No conspicuous mispronounciations, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of foreign accent.
Grammar (20%)	1	Grammar almost entirely inaccurate expert in stock phrases.
	2	Constant error showing control of very few major patterns and fluently preventing communicatio.
	3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misundersatnding.
	4	Occasiional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during interview.
Vocabulary (20%)	1	Vocabulary inadequate foe evens the simplest conversation.
	2	Vocabulary limited to basic personal and survival

		areas (yime, food, trasnporation, family, etc)
	3	Choice of words sometimes innacurate, limitations of vocabulary prevent discussion of some common professsional and social topics.
	4	Professional vocabulary adequate to discuss special ineterst: general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5	Proffesional vocabulary board and precise: general vocabulary adequate to cope with complex practical problems and varied social situations.
	6	Vocabulary apparently as accurate and extensive as that of an educates native speakers.
Fluency (20%)	1	Speech is so halting and fragmentary that conversation in virtually immpossible.
	2	Speech is very slow and uneven except for short or routine sentence.
	3	Speech is frequently hestitant and jerky: sentence may be left uncompleted.
	4	Speech is occasionally hestitant, with some unevennes caused by rephrasing and grouping for words.
	5	Sppech is effortless and smooth, but perceptively non-native in speed and evenness.
	6	Speech on all prefessional and general topics as effortless and smooth as a native speaker's.
Comprehension (20%)	1	Understand too little for the simplest type of conversation.
	2	Understand only slow, very simple speech on common social touristy topics: require constant repetition and rephrasing.
	3	Understand quite well formal educated speech directed to him, but requires occasional repetition

	4	Understand careful, somewhat simplified speech direct to him with considerable repetition and reprashing.
	5	Undertand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understand everything in both formal and colloqial speech to be expected of an educated native speaker.

(Hughes2003:131)

Table. 6. Weighting Table in Percentage of Speaking Skill

WEIGHTING TABLE IN PERCENTAGE (%)						
	1	2	3	4	5	6
Pronounciation	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,2	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

(Hughes-2003)

Although there were many such conversions from percentage to letter grades, one common method of assigning letter grades was based upon the following percentages.Then, the range of the score for speech could be seen as follows (Harris 1968:79).

Table. 7. Quality of Speaking Skill

Score	Letter Case	Criterion
85 – 100	A	Excellent
70 - 84	B	Good
55 – 69	C	Average
50 – 54	D	Fair
0 – 49	E	Poor