

**THE EFFECTIVENESS OF MAKING VIDEO AS STUDENTS TASK
TO IMPROVE THEIR ABILITY IN SPEAKING ENGLISH**

SKRIPSI

*Submitted In Partial Of The Requirements
for The Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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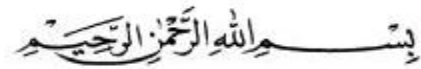
ABSTRACT

Sari, Nurmala Widya . Npm: 1502050190 “The Effectiveness of Making Video as Students Task to Improve Their Ability in Speaking English“. Skripsi. English Department, Faculty of Teachers Training And Education - University of Muhammadiyah North Sumatera. Medan. 2019.

This study deals with the effectiveness of making video as students task to improve their ability in speaking English. The study using by Classroom Action Research (CAR), which consisted out four steps namely: planning, action, observation and reflection. The subject of the study was the students of Senior High School at class X-1 Madrasah Aliyah Swasta Tarbiyah Islamiyah in academic year 2019/2020 which consisted of 20 students. The objective of this study was to describe the effectiveness of making video to improve the students' ability in speaking English. The instrument of collecting data were test, observation sheet and diary notes. The result of data analysis that there was an improvement on the students' ability in speaking English each cycle. It was showed from mean of pre-test was 69 with percentage 15%, post-test in cycle I was 71 with percentage 55% and post-test in cycle II was 81 with percentage 95%, based on the result showed the students was improvement in speaking ability through making video as students task. It means that the their ability in speaking English through making video as students task improved.

Keywords: Effectiveness, Making Video, Speaking Ability.

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Medan, September 2019
The researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Nowdays, learning English it's very important in Indonesia as foreign language. Because English as International language in the world. Siti and Ahmad (2014) as quoted by states that in Indonesia communication of English language is medium.

There are four skills in learning English as a foreign language that must be mastered by the students, they included speaking, listening, reading and writing Brown(2001). Speaking is one of four English skills which has the important role in communication with the others. By speaking, the students can to express their messeage, ideas, information, knowledge, opinion and much more. Beside, speaking made the others know meaning someone's espression. Speaking is the verbal of language to converse or expressing one's thought and feelings in communication with others.

Teaching speaking English in Indonesian 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.

Based on the observation in MAS Tarbiyah Islamiyah there were some problems faced by students in speaking. The first is the ability of the students, the students didn't want to speak because their ability in speaking English is low. The

second is lack of the self-confident. In third, students can speak fluently, but they didn't want to speak since they always feel unconfident. The third is they are afraid to made mistakes. The forth problem that was faced by students were afraid ridiculed by their friends if they say something wrong. So, they just keep silent during speaking English class. And the last problem is speaking is not interesting. So it is made the students got bored when the teacher used the monotoun technique in teaching. Teachers teach students by giving them some dialogues and then ask them to read it in front of the class. This technique make the students feel that learning speaking is not interesting.

It is challenging for the researcher should be creative in teach speaking English in the class. The teacher not only be a chance to transfer knowledge, but hopefully they can also be triggers for students to be aware of the need to practice their english individually outside their class' in order to improve their english including in speaking ability.

From some problems faced by the students in speaking, the students needs motivation and new strategies so that the students in teaching speaking English. Christianson, et al. (2008). states that the using video-recording for speaking can allow the students to see their performance as many time as necessary and can allow the students to become the central player in the assesment process. So the researcher made strategy using making video to made the students interested and motivate in learning process speaking English. Making video is one of the suitable media that can be used to enhance students' speaking ability, because method making video can made the students active and get motivate in the process

of learning . And by making video the students can see their speaking and it is same like technique as talking in front of the mirror. The students can easily analyze the mistakes, when they were watching their video. After they watch their video they can notice the mistakes on pronunciation, grammar, vocabulary. So that help the students to correct their pronounciatio, grammar and vocabulary. For the teacher is to show the students' video to the other students in the students' classroom, and the teacher give feedback and suggestion from students' video.

Based on the experience of the researcher on semester 6 task making video can to motivate the researcher's speaking ability. This task was important to speak in English well in doing job, and self confident is needed. The result showed that the researcher and my friends selves confident improved through video their activity, and also they were able to see their mistakes. And that making video has been very significant in helping students overcome their anxiety, gain fluency and useful communication strategies. It can be concluded that, making video is the effective media that can be used to enhance students' speaking ability.

From the reason and explanation above, the researcher is interested in conducting research on “ *The Effectiveness of Making Video as Students Task to Improve Their Ability in Speaking English*”.

B. The Identification of the Study

The problems of this study were related to the following aspect:

1. The students had low motivation to speak English,
2. The teacher use conventional method in teaching speaking English.

C. The Scope and Limitation

Based on the background of the study, this research focused on speaking. The researcher limited making video task about telling past experience on the students at class X-1 of Madrasah Aliyah Swasta Tarbiyah Islamiyah of academic 2019/2020.

D. The Formulation of the Problem

The problem of this research was formulated Is any significance effectiveness of making video to improve the students' ability in speaking English.

E. The Objectives of the Study

The objective of this study was to describe the effectiveness of making video to improve the students' ability in speaking English.

F. The Significance of the Study

The findings of this researched was expected to be useful and relevant.

1. Theoritically, the research expected useful in teaching English especially in teaching speaking and giving the other way strategies in teaching speaking by making video.
2. Particularly
 - a. For students
 - 1). Can help the students to practice their speaking ability
 - 2). To motivate the students to practice their speaking ability
 - b. For Teachers was especially in english teacher to motivate teachers to use innovative strategy in teaching english especialy for teaching speaking ability and solve problems in speaking.

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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical of Framework

1. The Effectiveness

Effectiveness is the extent to which an activity fulfils its intended purpose or function. Wojtczak (2002) defines effectiveness is a measure of the intervention, procedure, regimen, or service, when deployed in the field in routine circumstance, does what it is intended to do for a specified population. Tahereh Nedae (2012) defines effectiveness is coconceptualized in four approaches, they were goal achievement approach, contain the objective and final achievement, systematic approach, in terms how the processing data, strategic factor approach, in terms of expectation and the last competitive values approach.

The researcher can conclude that effectiveness is the extent to measure the project that had been done how far the project that had been done can be achieved. The level of effectiveness can be seen from the results that have been achieved. If the result of project in first plan not reaching the target, so the project is not effective, but if the result of the project reaching the target, its means the project is effective.

2. Making Video

Rusiana (2011) found that to improve the students' participation in speaking, teacher should give students the appropriate tasks which were challenging interesting, useful, meaningful, and relevant to their life. Therefore, video making task is one of appropriate tasks to give to the students. Dali (2012) said that video recording is favorably perceived media especially in providing feedback. Recording video can be access anytime as necessary to know or evaluate the speakers' weakness and strenghts. So when the students making video they can watching their performaance on video, their mistake of pronunciation and they can correct it. And the students can practice their speaking ability to be better.

Making video has a great importance in the teaching process. Making video can help the teacher to explain lessons and to motivate students more and more. Nowadays, every teacher and every student knows the need for using video technique as educational aid, but the problem is how to use that technique in classroom.

Making video that will be used in this research is relevant since it provides students real activities and gives them real experiences which could realize the importance of English in the real context and it can hopefully motivate students to practice speaking alot.

2.1 Strategies for Making Video

In this study, the researcher used making video as a media in teaching speaking. It means that, she used it while teaching and learning process. On one hand, teaching speaking by using an appropriate media, such as making video is the things that should be done by the teachers. But in the other hand, promoting that media and giving the students a chance to learn the language is also needed by putting them in real context. It means that the teacher also can ask the students to record themselves by their own in their homes. Because it is the good thanks. This strategies by Derry (2007)

1. Conduct Fieldwork Strategically (Planned the Fieldwork)

It is importance to the student to have a plan to his fieldwork. The teacher asks the students to create a fieldwork about the recording tasks which are given by the teachers.

2. Setting up the Video Recording Tool

Before recording, it is important to set the tool that will be used to record performances. Checking the lighting of the recording tool, sound and duration are important, because it leads the high quality of video recording

3. Treat Yourself as a Recording Device

The students are the objects of the video recording. It means that, they are as the actors in the recording. The students' experience in the field of recording a video is important, but what they bring back from that experience and its utility for later analysis are equally or more important. There are two things that should be done by the students. Firstly, the students should capture by recording it what

is happening, as best they can. Secondly, they should provide an index of these recordings that will later allow them to locate particular events or utterances in a rapidly growing collecting of such recordings.

2.2 The Procedure of Making Video

The concept or procedure of making video that would made by the students. The first the researcher would question about making video and then the researcher shared and explained about making video and give example of video. The researcher explained about the topic that the students would be done, duration in making video, making video done individul, and tool that used to making video. The researcher gave the topic about holiday, bad experience, interesting experience or sad experience. Duration for making video was minimal 1 minute and maximal 3 minutes. The students making video used by handphone. After the students finished making video, the teacher given feedback to the students' performance.. So that the students know their mistakes in pronunciation and grammar. And then the students would spoke in front of the class.

2.3 The Advantages and disadvantages of Making Video in Teaching Speaking

The Advateges of Making Video as Follows :

- 1) Making video can motivate the students to practice their ability in speaking English,

- 2) The students realized when they did some mistakes in pronunciation, grammatical, comprehension, vocabulary, facial expression, posture, and gesture
- 3) Making video can help to build the students's awereness to use their mobile phone wisely and positively,
- 4) Making video can improve their creativities.

The disadvantages of task making video as follows :

- 1) The students can spend a lot of time to making video,
- 2) The students can spend a lot of money,
- 3) Making videos it can seem not so interesting for students, because they can think that they have already heard.

3. The Nature of Speaking

3.1 Defination of Speaking

Speaking is language skill to communication in daily activities with others. Speaking is concerning putting the ideas into words about perception, feeling and intention to make the other people get point and message that is conveyed.

Many experts propose definitions of speaking. There are some things that students must be considere, they included pronunciation, fluency, grammar and vocabulary. Speaking was aspected of skills to interact in society. Fulcher (2003) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Brown (2004) said that speaking

is a mean of oral language which can be conducted individually or by more than one person who involved is spoken language. Linse (2005) states that speaking is alike important in young learners' language development. Moreover, Cameroon (2001) 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. It is clear that speaking is a verbal use of language that is important for communication.

The researcher can concluded that speaking is oral language that used people to communicating and interacted with the others in society. 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.

3.2 Speaking Ability

Cameroon (2001) 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. Speaking is language skills used to communicative with each others in society to get a meaning.

Ability is the power or capacity to do or to act physically, mentally, legally, morally and competence based on natural skill, training, or other qualification, and talents special skill or aptitudes Yolles (2006). So the researcher conclude that

ability is the capability someone to doing something based on knowledge and skill they have.

Nunan (2003) said that speaking ability is the ability of the speaker to convey information, express ideas, thoughts, feeling and reaction, in appropriate structure, speech sound, and sound pattern, appropriate vocabulary, according to situation and subject matter and used the language quickly and confidently.

The researcher can conclude that speaking ability is language skill of the people to communicate with each other to express their ideas so that the listeners get the meaning.

3.3 Speaking Skill Components

There are five skill components that students must be considered by Syakur (1987):

a. Grammar

Grammar is needed in speaking skill for students to arrange correct sentences in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b. Vocabulary

Vocabulary is very important in speaking skill, if the students have limited vocabulary the students will not communicate effectively or express their ideas in both oral and written form. And the students can't speak well.

c. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

d. Fluency

Fluency is the ability speaking english easily and accurately. If the students dominate vocabulary the students will easily to fast speak English.

e. Comprehension

For oral comunication certainly requires a subject to respond to speech as well as to initiate it.

3.4 Teaching Speaking

Hornby (1995) teaching means giving the instruction to (a person). Give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability.

The purpose of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fuleslest. Teaching speaking, in my opinion is the way for students to express their emotions communicative needs, their knowledge, information, interact to other person in situation, and influence the others. So, in

teaching speaking skill it is necessary for the students to have clear understanding involved in speech and the students can well speaking in the class or outside.

3.5 Characteristics of Successful Speaking Activities

Brown (2001) states that there are some characteristics of successful speaking activity such as:

1) *Learners talk a lot.*

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2) *Participant is even.*

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3) *Motivation is high.*

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4) *Language is of an acceptable level.*

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

3.6 The Role of Teacher in Speaking Classroom

Harmer (2001) in his book *How to Teach English* states that as a teacher it is important to give the students speaking tasks which provoke them to use all and any language at their command. Such as; rehearsal, feedback, and engagement. Rehearsal is getting students to have a free discussion gives them a chance to rehearse having discussion outside of the classroom; feedback is the speaking tasks where the students are trying to use all and any language they know provide feedback for both of the teachers or the students; and engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activity properly and providing sympathetic feedback, they will get satisfaction from it.

Harmer (2001) also states that there are three roles of the teacher in speaking class as follows :

1. Prompter

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

2. Participant

The teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

3. Feedback Provider

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher act and the appropriateness of the feedback provided.

3.7 Speaking Test

There are some test by (Thornburry 2005):

1. Interview

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. This test, the students will call one by one for interview by teacher.

2. Live monologue

The candidates prepare and present a short talk on a pre-selected topic. This test, the students give time to prepare the sort story to tell in front of the class.

3. Recorded monologue

These are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. This test is more difficult than live monologue. This test ask the students to record their speaking or dialogue with friend or everything they like.

4. Role play

Most students will be used to doing at least simple role plays in class, so the same format can be used for testing. This test is very enjoyable because the students make the role play in the classroom.

5. Collaborative task and discussion

These are similar to role-plays except that learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CVs.

In this research, the researcher used recorded monologue for the test in teaching speaking.

3.8 Speaking Assessment

Speaking is language skills used to communicate with each others in society to get a meaning. Speaking ability is language skill of the people to communicate with each others to express their ideas so that the listeners gets the meaning and recognized in analysis of speech process that is grammar, pronunciation, vocabulary, fluency and comprehension.

McKay (2006) for scoring speaking, the researcher chooses five criteria that will be used for speaking assessment, there are grammar, pronunciation, comprehension, fluency and vocabulary for describes performance of the students.

Description Assessment of Speaking Test

Comprehension

1. Cannot understand even simple conversation
2. Has great difficulty following what is said, can comprehend only

‘social conversation’ spoken slowly and with frequent repetition.

3. Understand most of what is said at slower-than normal speed with repetition.
4. Understand nearly everything at normal speed. Although occasional repetition may be necessary.
5. Understand everyday conversation and normal classroom discussions without difficulty.

Fluency

1. Speech is so halting and fragmentary as to make conversation virtually impossible.
2. Usually hesitant; often forced into silence by language limitations.
3. Speech in everyday communication and classroom discussion is frequently disrupted by the student’s search for the correct manner of expression.
4. Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.
5. Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker.

Vocabulary

1. Vocabulary limitations so extreme as to make conversation virtually impossible.
2. Misuse of words and very limited vocabulary make comprehension quite difficult.

3. Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
4. Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.
5. Use of vocabulary and idioms approximates that of a native speaker.

Pronunciation

1. Pronunciation problem so severe as to make speech virtually unintelligible.
2. Very hard to understand because of pronunciation problem, must frequently be asked to repeat in order to be understood.
3. Pronunciation problems necessitate concentration on the part of listener and occasionally lead to misunderstanding.
4. Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.
5. Pronunciation and intonation approximates that of a native speaker.

Grammar

1. Errors in grammar and word order so severe as to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.
3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
4. Occasionally makes grammatical or word order errors which do not obscure meaning.

5. Grammatical usage and word order approximate a native speaker's.

B. Relevant Studies

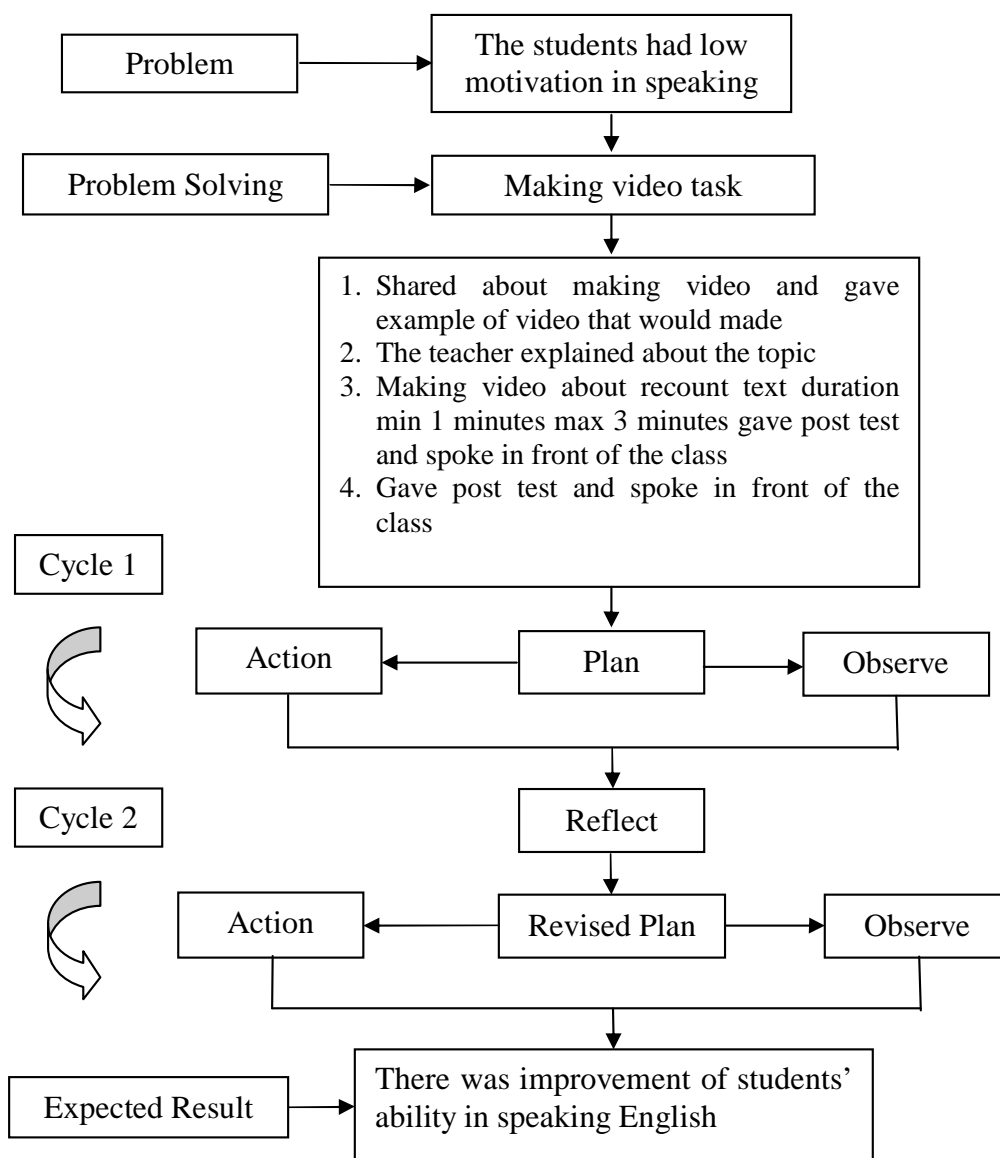
In this part, the researcher states the relevant research which possible to add the readers view the effectiveness of making video to improve the student's speaking ability. In the following statements, actually the researcher does not find yet the same study therefore, there are several studies that have relevance on this study as follows:

First, the study was done by Melviola Fitri, Putri Yulia Sari And Yummi Meirafoni (2016). It was *The Effect Of Recorded (Videotaped) Mini-Drama Towards Students' Speaking Ability*. This research conducted of grade XI IPA 1 and XI IPA 2 in SMA N 2 Padang. The purpose of this research is to find out the effect of (videotaped) mini-drama to improve the students ability in speaking English. The result from this research show that there was significant effect toward student' speaking ability and their speaking ability got improved.

The second study was done by Listiani Ruchajat (2018). It was *Making A Video As An Alternative Task To Improve The Students' Motivation To Practice Speaking English: The Case Grade VII B Of SMP N 1 Ungaran*. This research conducted of Grade VII B Of SMP N 1 Ungaran. The aim of this research is to find out how video making task can improve the students' motivation to practice speaking English or not and the result making video task can improve the students' motivation to practice speaking English.

The results of the research show that there is a significant difference in the speaking ability between the students who were taught by making video and those who were taught by using the textbook-based technique.

C. Conceptual Framework



2.1 Figure of Conceptual Framework

The action research would be conducted in Ten grade of MAS Tarbiyah Islamiyah. The teacher and the researcher would do action research to improve students' ability in Speaking English by making video strategy. The researcher was interested in this topic because of some problems at Class X-1 MAS Tarbiyah Islamiyah. One of the problems is that students had low motivation to speak English. The researcher gave a solution to the problem faced by the students through making video as a student task. In this research, two cycles were applied. In the first cycle, the research included planning, action, observation, and reflection. After getting the results in cycle I, there was no improvement, so the researcher did cycle II to revise the plan. And in cycle II, there was improvement.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at Madrasah Aliyah Swasta Tarbiyah at Jalan Perintis Kemerdekaan No.7, Klumpang Kb, Hamparan Perak, Kabupaten Deli Serdang, Sumatera Utara 20374 of academic year 2019/2020. The reason for choosing this location because based on the researcher observation in that school it was found many students got the problems in speaking English, and the students had low motivation in studying English, especially in speaking English.

B. Subject of The Research

The research took one class as a research subject, class X consist of 20 students. The subject of the research was X-1 grade students of Madrasah Aliyah Swasta Tarbiyah Islamiyah at academic year 2019/2020 which consisted of one class consisted of 20 students.

C. Research Design

This research used research design Classroom Action Research (CAR). This research trhough collaborate with the teacher to analyze and reflection some aspect in teaching process that were teacher performance, teacher and students interaction, interaction each other students to could answer the problem of research.

This research used two cycle that appropriate with time and topic that choosen. Each cycle consisted of 4 steps there were planning, action, observation and reflection.

D. The Procedure of Data Collection

The procedure of was conducted by administrating two cycle. Every cycle included four steps, they are planning, action, observation and reflection.

Cycle I

The activity would be conducted in cycle 1 include:

1. Planning

In this phase, the researcher should prepared the lesson plan, teaching material in the English text Book for English grade and prepared the test to evaluate the result of the study.

2. Action

In this phase, making video as students task was applied based on lesson plan. The students were gave the task. After having the learning process, then the students face the test. The result of the test benefit to know how successful the teaching and learning process and the students' difficulties in speaking. In this steps, it was seen the different results between the students' ability in speaking English before and after making video strategy was applied. The main activities of Cycle 1 can be seen as the following :

Table 3.1
The Procedure of Activity in Cycle I

| | Teacher's Activities | Students' Activities |
|---|--|---|
| M | Presented of telling past experience | Paid attention to the teacher |
| E | Explained the telling past experience | Listened to the teacher's explanation |
| E | Asked the students' knowledge about telling past experience | Responded to the teacher's questions |
| T | Built the context by introducing the telling past experience | Listened to the teacher's explanation and made their own notes |
| I | | |
| N | Gave the examples of telling past experience to the students | Read the examples of texts silently |
| G | Asked to the students to made video about past experience | Done the task individually |
| S | Asked to the students the difficult made video task | The students answer |
| 2 | Gave tasks to the students to spoke their experience in front of the class | Done the task |
| & | | |
| 3 | Checked the students' understanding | Asked some questions to the teacher if there was something unclear or need more explanation |

3. Observation

The function of observation was to find out the information in the classroom when teaching and learning process in the class through making video task to improve students' ability in speaking English.

4. Reflection

The researcher with the English teacher reflected, evaluated and discussed all the activities that have be done in teaching and learning process. The result from observation was prepared to make a plan for the next cycle.

Cycle II

1. Planning

After analyzing all observation sheet, students' test of the first cycle. It was concluded that the second cycle could be applied in order to improve students' ability in speaking English. Some revised plans according to students' needs.

2. Action

Action in cycle 2 was the implementation of revised plans of cycle 1. This cycle was conducted in two meetings. There were aspects or procedures that was changed in order to improve students' ability in speaking English. The activities in the second cycle could be seen as follows :

Table 3.2
The Procedure of Activity in Cycle II

| | Teacher's Activities | Students' Activities |
|---|--|---|
| M | Presented of telling past experience | Paid attention to the teacher |
| E | Explained the telling past experience | Listened to the teacher's explanation |
| E | Asked the students' knowledge about telling past experience | Responded to the teacher's questions |
| T | Built the context by introducing the telling past experience | Listened to the teacher's explanation and made their own notes |
| I | Gave the examples of telling past experience to the students | Read the examples of texts silently |
| N | Asked to the students to made video about past experience | Done the task individually |
| G | Asked to the students the difficult made video task | The students answer |
| S | Gave tasks to the students to spoke their experience in front of the class | Done the task |
| 4 | | |
| & | Checked the students' understanding | Asked some questions to the teacher if there was something unclear or need more explanation |
| 5 | | |

3. Observation

Observation was done when the classroom action research was going on two meetings by the collaborator using observation sheet by the teacher. The researcher observed the whole process of action involve teacher, students, and the context of situation as in cycle 1.

4. Reflection

After answer sheets of some tests of students, observation sheet for the cycle 2 was collected, teacher and her collaborator evaluated the result of the test, the observation. It could be analyzed in order to know the surplus and the lacks of the application of the revised plan that was done. In test 3, most of the students get score improvement up to seventy.

E. Instrument of Data Collecting

Some instruments to obtain the data as follow:

1. Observation

The researcher conducted the observation directly purpose English teaching and learning process in ten grade Madrasah Aliyah Swasta Tarbiyah Islamiyah in the academic year of 2019/2020 before and during action to improve the students' ability in speaking English.

2. Test

Test used to know their ability in speaking English through making video task.

Table 3.3
Rubric Speaking Test

| No | Criteria | Rating score | | Description |
|----|---------------|--------------|----------|---|
| 1 | Comprehension | 5 | 93-99 | Understand everyday conversation and normal classroom discussions without difficulty. |
| | | 4 | 83-92 | Understand nearly everything at normal speed. Although occasional repetition may be necessary. |
| | | 3 | 73-82 | Understand most of what is said at slower-than normal speed with repetition. |
| | | 2 | 63-72 | Has great difficulty following what is said, can comprehend only 'social conversation' spoken slowly and with frequent repetition |
| | | 1 | Below 63 | Cannot understand even simple conversation |
| 2 | Fluency | 5 | 93-99 | Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker. |
| | | 4 | 83-92 | Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the students searches for the correct manner of expression. |
| | | 3 | 73-82 | Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression. |
| | | 2 | 63-72 | Usually hesitant; often forced into silence by language limitations. |

| | | | | |
|---|---------------|---|-------------|---|
| | | 1 | Below 63 | Speech is so halting and fragmentary as to make conversation virtually impossible. |
| 3 | Vocabulary | 5 | 93-99 | Use of vocabulary and idioms approximates that of a native speaker. |
| | | 4 | 82-92 | Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary. |
| | | 3 | 73-82 | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary. |
| | | 2 | 63-72 | Misuse of words and very limited vocabulary make comprehension quite difficult. |
| | | 1 | Below 63 | Vocabulary limitations so extreme as to make conversation virtually impossible. |
| 4 | Pronunciation | 5 | 93-99 | Pronunciation and intonation approximates that of a native speaker. |
| | | 4 | 82-92 | Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns. |
| | | 3 | 73-82 | Pronunciation problems necessitate concentration on the part of listener and occasionally lead to misunderstanding. |
| | | 2 | 63-72 | Very hard to understand because of pronunciation problem, must frequently be asked to repeat in order to be understood. |
| | | 1 | Below 63 | Pronunciation problem so severe as to make speech virtually unintelligible. |
| 5 | Grammar | 5 | 93-99 | Grammatical usage and word order approximate a native speaker's. |

| | | | | |
|--|--|---|-------------|--|
| | | 4 | 82-92 | Occasionally make grammatical or word order errors which do not obscure meaning. |
| | | 3 | 73-82 | Makes frequent errors of grammar and word order which occasionally obscure meaning. |
| | | 2 | 63-72 | Grammar and word order error make comprehension difficult. Must often rephrase or restrict what is said to basic patterns. |
| | | 1 | Below 63 | Errors in grammar and word order so severe as to make speech virtually unintelligible. |

3. Diary notes

Diary notes was essentially private documents. Diary notes contain the researchers' personal evaluation about the situation of the class and progress of the strategy.

F. Technique for Collecting Data

In collecting the data the researcher used by test and observation and diary notes. In test the researcher collected the data by pre-test cycle 1 and cycle 2. In observation the researcher was observed the students' activities, response, participation, achievement and everything that happened be found during teaching and learning process. In diary notes, the researcher wrote the activity of the students and teacher during teaching learning process.

G. Technique for Analyzing Data

The observation would conduct before and after Classroom Action Research used to analyze qualitative data. And to conducted the quantitative data, would counduct by test. There are some steps to get the data.

1. The researcher measure the average or mean of students' ability in speaking English score per-action within one cycle. To know how the students' ability in speaking English would imrove, it would use the formula by Sudjana (2002) as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = mean of the students score

$\sum x$ = total scores

N = total number of students

2. The researcher would try to get the class precentage which would pass the minimal mastery level criteria (KKM) in English subject is 70(seventy). The formula as bellow:

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

Where: P = Precentage of students' score

F = total students' who got score ≥ 70

N = number of students

CHAPTER IV

DATA COLLECTION DATA ANALYSIS

A. Data Collection

All of the data of this research were analyzed by using two kinds of data, they were quantitative and qualitative data. The quantitative data were taken from test and qualitative data were taken from observation sheet and diary notes. This research was conducted in one class it was X-1 consisted of 22 students. It was compished in two cycles. Every cycle had four steps of action research. They were planning, action, observation and reflecting.

B. Data Analysis

1. The Quantitative Data

1.1 The Students Score Before Treatment (Pre-Test)

The researcher was given a test. The test was given for the students before give a treatment of using making video. The researcher gave score which passed of 70 depending on KKM in these school. It was found the mean score of students in pre-test until post test in cycle I and II.

Table 4.1**The Students' Score in Pre-Test**

| No | Students' Initial Name | Pre-Test | Criteria of Pass \geq 70 |
|----|------------------------|----------|----------------------------|
| 1 | RA | 68 | Unable |
| 2 | PN | 68 | Unble |
| 3 | OMF | 65 | Unable |
| 4 | MHA | 75 | Able |
| 5 | Z | 65 | Unable |
| 6 | PI | 69 | Unable |
| 7 | M | 73 | Able |
| 8 | N | 69 | Unable |
| 9 | S | 68 | Unable |
| 10 | S | 69 | Unble |
| 11 | RAH | 67 | Unable |
| 12 | HN | 69 | Unable |
| 13 | MRF | 67 | Unable |
| 14 | H | 66 | Unable |
| 15 | AP | 71 | Able |
| 16 | AF | 67 | Unable |
| 17 | DA | 69 | Unable |
| 18 | R | 69 | Unable |

| | | | |
|----|-------|---------------|--------|
| 18 | UH | 67 | Unable |
| 20 | SAND | 69 | Unable |
| | Total | $\sum X$ 1370 | |
| | Mean | \bar{X} 69 | |

From the data above in pre-test, the students got score pass ≥ 70 was 3 students and the students did not pass ≥ 70 was 17 students. In situation, the total score of the students in pre-test was 1370 from the number of students were 20. The mean of the students was 69.

From the analysis of the data in pre-test that the students' ability in speaking English was low. The mean of the students score was 69 the percentage of students that got score passed ≥ 70 in speaking by formula below:

$$P1 = \frac{F}{N} \times 100\%$$

$$P1 = \frac{3}{20} \times 100\%$$

$$P1 = 15\%$$

And

$$P2 = \frac{F}{N} \times 100\%$$

$$P2 = \frac{17}{20} \times 100\%$$

$$P2 = 85\%$$

Table 4.2**The Percentage of Students Score in Pre-Test**

| | Criteria | Total students | Percentage |
|-------|----------|----------------|------------|
| P1 | Able | 3 | 15% |
| P2 | Unable | 17 | 85% |
| Total | | 20 | 100% |

From the data analysis above, the students' ability in speaking was low. It could be seen from the mean of the students' score was 69 and the percentage of the students was got passed ≥ 70 was 3 students, the percentage was 15%. And the students can't get passed ≥ 70 was 17 students, the percentage was 85%. It can be conclude that the students' ability in speaking in pre-test was low. So, the researcher would do post-test in Cycle I

1.2 Data in Cycle I

The researcher also have done some steps in cycle I, they were planning, action, observating and reflection.

a. Planninng

In this cycle, the researcher had prepared all of material, lesson plan and observation sheet. The researcher should prepared the topic which would be applied by whole making video as students task in teaching speaking.

b. Action

In this step, there was some activities that had been done by the researcher. The first, the researcher explained about telling past experience and give example to make the students more understood. The second, the researcher explained about making video task, steps to making video, duration for making video and give example of making video. The third, the researcher asked the students to telling past experience and spoke in front of the class.

c. Observing

The researcher observe the students' behaviour and the students' problem during done the learning process. Most of the students had participated effectively in the teaching and learning process. They were enjoyed about the topic . and some of the students had problem to speak.

d. Reflection

The resarcher evaluated the teaching learning process in the end meeting. The researcher asked the students how the students felt when learning speaking by making video task. The students' got difficulties and got some problems while learning process. There were some students not able get score passed $KKM \geq 70$ from the students' score . So the researcher stated continue in cycle II in hoping it could be better than before.

Table 4.3**The Students' Score in Post-Test of Cycle I**

| No | Students Initial Name | Post-test | Criteria of Pass ≥ 70 |
|----|--------------------------|-----------|-------------------------------|
| 1 | RA | 69 | Unable |
| 2 | PN | 69 | Unable |
| 3 | OMF | 66 | Unable |
| 4 | MHA | 77 | Able |
| 5 | Z | 69 | Unable |
| 6 | PI | 71 | Able |
| 7 | M | 79 | Able |
| 8 | N | 74 | Able |
| 9 | S | 69 | Unable |
| 10 | S | 68 | Unble |
| 11 | RAH | 67 | Unable |
| 12 | HN | 73 | Able |
| 13 | MRF | 69 | Unable |
| 14 | H | 67 | Unable |
| 15 | AP | 76 | Able |
| 16 | AF | 67 | Unable |
| 17 | DA | 72 | Able |
| 18 | R | 74 | Able |

| | | | |
|-------|------|---------------|--------|
| 18 | UH | 69 | Unable |
| 20 | SAND | 74 | Able |
| Total | | $\sum X$ 1421 | |
| Mean | | \bar{X} 71 | |

From the data analysis in Cycle I, the students got score pass ≥ 70 was 9 students and the students did not pass ≥ 70 was 11 students. In situation, the total score of the students in Cycle I was 1421 from the number of students were 20. The mean of the students was 71

From the analysis of the data in pre-test that the students' ability in speaking English was still low. The mean of the students score was 71 the percentage of students that got score passed ≥ 70 in speaking by formula below:

$$P1 = \frac{F}{N} \times 100\%$$

$$P1 = \frac{11}{20} \times 100\%$$

$$P1 = 55\%$$

And

$$P2 = \frac{F}{N} \times 100\%$$

$$P2 = \frac{9}{20} \times 100\%$$

$$P2 = 45\%$$

Table 4.4**The Percentage of Students score in Post-Test of Cycle I**

| | Criteria | Total students | Percentage |
|-------|----------|----------------|------------|
| P1 | Able | 11 | 55% |
| P2 | Unable | 9 | 45% |
| Total | | 20 | 100% |

From the data analysis in Cycle I, the students' ability in speaking was still low. It could be seen from the mean of the students' score was 71 and the percentage of the students was got passed ≥ 70 was 11 students, the percentage was 70%. And the students can't get passed ≥ 70 was 9 students, the percentage was 45%. It can be conclude that the students' ability in speaking in pre-test was still low. So, the researcher would continue in the Cycle II.

1.3 Data in Cycle II

The researcher continue in cycle II. The purpose was to improve the students' score in speaking after doing post-test in cycle I. the researcher also have done some steps in cycle I, they were planning, action, observating and reflection.

a. Planning

In this cycle, the researcher had prepared all of material, lesson plan and observation sheet. The researcher should prepared the topic which would be applied by whole making video as students task in teaching speaking.

b. Action

In this step, there was some activities that had been done by the researcher. The first, the researcher explained about recount text, generic structure, purpose and give example to make the students more understood. The second, the researcher give some minutes to prepared the example text past experience and next the researcher asked the students to speak their experience in front of the class.

c. Observing

The students' activity was observed and it showed the most of the students did not have problem to speak by making video as students task. They were could spoke be better in pronunciation, and grammar.

d. Reflection

Having evaluated the students' test, the researcher found that the students' score showed improvement. Based on the observation and the result of their oral test, the researcher can concluded that the students had mastered speaking ability by making video as students task. The students' score in cycle II had increase from cycle I.

Table 4.5

The Students' Score in Post Test of Cycle II

| No | Students Initial Name | Post-test | Criteria Of Pass ≥ 70 |
|----|--------------------------|-----------|-------------------------------|
| 1 | RA | 76 | Able |
| 2 | PN | 82 | Able |

| | | | |
|-------|------|---------------|--------|
| 3 | OMF | 70 | Able |
| 4 | MHA | 86 | Able |
| 5 | Z | 80 | Able |
| 6 | PI | 81 | Able |
| 7 | M | 85 | Able |
| 8 | N | 83 | Able |
| 9 | S | 83 | Able |
| 10 | S | 83 | Able |
| 11 | RAH | 84 | Able |
| 12 | HN | 85 | Able |
| 13 | MRF | 82 | Able |
| 14 | H | 68 | Unable |
| 15 | AP | 86 | Able |
| 16 | AF | 83 | Able |
| 17 | DA | 82 | Able |
| 18 | R | 82 | Able |
| 19 | UH | 76 | Able |
| 20 | SAND | 83 | Able |
| Total | | $\sum X$ 1619 | |
| Mean | | \bar{X} 81 | |

From the analysis data in Cycle II, the students got score pass ≥ 70 was 19 students and the students weren't pass ≥ 70 was 1 students. In condition, the

total score of the students in pre-test was 1619 from the number of students were 20. The mean of the students was 81.

From the analysis of the data in pre-test that the students' ability in speaking English was improved. The mean of the students score was 81 the percentage of students that got score passed ≥ 70 in speaking by formula below:

$$P1 = \frac{F}{N} \times 100\%$$

$$P1 = \frac{19}{20} \times 100\%$$

$$P1 = 95\%$$

And

$$P2 = \frac{F}{N} \times 100\%$$

$$P2 = \frac{1}{20} \times 100\%$$

$$P2 = 5\%$$

Table 4.6

The Percentage of Students Score in Post-Test of The Cycle II

| | Criteria | Total Students | Percentage |
|-------|----------|----------------|------------|
| P1 | Able | 19 | 95% |
| P2 | Unable | 1 | 5% |
| Total | | 20 | 100% |

From the data analysis in Cycle II, the students' ability in speaking was improved. It could be seen from the mean of the students' score was 81 and the

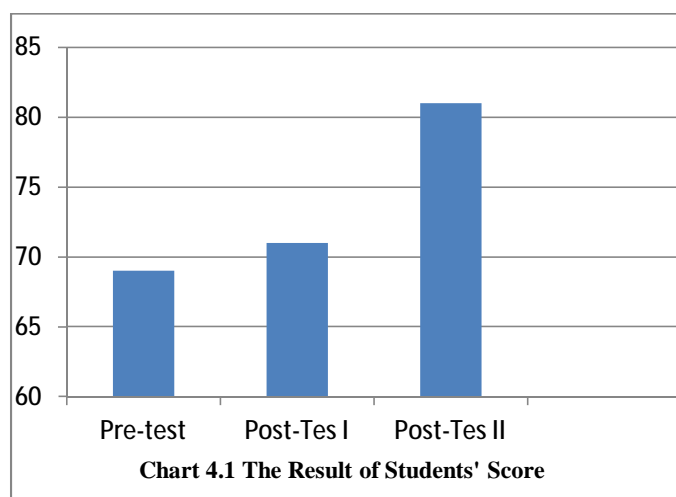
percentage of the students was got passed ≥ 70 was 19 students, the percentage was 95%. And the students can't get passed ≥ 70 was 1 students, the percentage was 5%. It can be conclude that the students' ability in post-test in Cycle II was categorized able and improved. So, the researcher stopped in this Cycle. To know the improvement students' score from pre-test, post-test I, and post-test II could be seen in table 4.7 below.

Table 4.7
The Result of Students' Score in Pre-test, Cycle I, Cycle II

| No | Students' initial | Pre-test | Cycle I | Cycle II |
|----|-------------------|----------|---------|----------|
| 1 | RA | 68 | 69 | 76 |
| 2 | PN | 68 | 69 | 82 |
| 3 | OMF | 65 | 66 | 70 |
| 4 | MHA | 75 | 77 | 86 |
| 5 | Z | 65 | 69 | 80 |
| 6 | PI | 69 | 71 | 81 |
| 7 | M | 73 | 79 | 85 |
| 8 | N | 69 | 74 | 83 |
| 9 | S | 68 | 69 | 83 |
| 10 | S | 69 | 68 | 83 |
| 11 | RAH | 67 | 67 | 84 |
| 12 | HN | 69 | 73 | 85 |
| 13 | MRF | 67 | 69 | 82 |
| 14 | H | 66 | 67 | 68 |
| 15 | AP | 71 | 76 | 86 |
| 16 | AF | 67 | 67 | 83 |
| 17 | DA | 69 | 72 | 82 |
| 18 | R | 69 | 74 | 82 |
| 19 | UH | 67 | 69 | 76 |
| 20 | SAND | 69 | 74 | 83 |

| | | | |
|-------|------|------|------|
| Total | 1370 | 1421 | 1619 |
| Mean | 69 | 71 | 81 |

From the table above, it show that the total of students score in pre-test was 1370 and the mean score was 69. In pre-test there was 3 students got up 70 point. Than in post test one there was improvement students achievement in speaking ability were the total of score was 1421 and the mean score was 71 In post test one there was 9 students passed got up 70 point. In post test two the total students was 1619 and the mean score was 81. In post test two one student unable got 70. It concluded that through making video as students task can improve their ability in speaking English.



2. Qualitative Data

2.1 Description of Observation

2.1.1 The Students

Based on the result of observation sheet before applied the classroom action research, the students had difficulties in learning English, especially in speaking. Most of the students were difficulted to develop their idea and speaking. It is gave negative effect for the students, so that the students can't active in learning process in English class. And based on the result of observation sheet after applied the classroom action research in Cycle I and Cycle II, the students were more active in learning process in English class. But there were some students who not active to speaking.

2.1.2 The Teacher

Based on the result of observation sheet before applied the classroom action research, the teacher was not prepared the lesson plan, the material, not review the last material and not give apperseption to the students. And after finished learning process the teacher wasn't summerize to the students about the material. The teacher only gave the homework for the students.

Based on the result of observation after applied the classroom action research in Cycle I nad Cycle II, the way teaching of the teacher was better. The teacher prepared the lesson plan, material, and review again the last material so that the students could understood about the material. And after finished learning process the teacher gave summerized about the material that gave by teacher. And the students can understood about the material who gave teacher.

2.2 Diary Notes

Diary notes was essentially private documents. Diary notes contain the researchers' personal evaluation about the situation of the class and progress of the strategy. Diary notes can be written immediately after a teaching event, when the details were fresh in the mind or at the end of the day. In this research, diary notes which were written by the researcher as the result of the observation during the action held. Based on the result of the data showed that there were improvement their ability in speaking English through making video as students task. The students more be active in teaching learning process. And gave good response during teaching learning process.

C. Research Findings

After the researcher collected the data from qualitative data and quantitative data, the researcher got finding that there was improvement of the their ability in speaking English through making video as students task. It was supported by the means of the students' score in every meeting from pre-test, post-test in Cycle I and post-test in Cycle II that was improved.

Based on the percentage of the students score in pre-test who got point up 70 there were still was 3 students from 20 students, it was 15%. Then, the percentage of post-test in Cycle I who got point up 70 there were 11 students from 20 students, it was 55%. And Then, the percentage of post-test in Cycle II who got point up 70 there were 19 students from 20 students, it was 95%.

From the data, it was concluded that making video as students task in teaching speaking was effective, and the researcher concluded that the students' ability in speaking English through making video as students task have been improved. The researcher also analyzed the qualitative data to support the research finding. The qualitative data that the researcher used observation sheet and diary notes. From quantitative and qualitative data was indicated that the students were confident in speaking English, their pronunciation and grammar can be better. It means that teaching speaking through making video as students task could improve their motivation and ability in speaking. And the students be active and good response during teaching learning process.

D. Discussion

After conducting this research, the students' ability in speaking was improved. In the cycle II showed that mean of students score were higher than mean of students score in cycle I.

The percentage of students' score in post-test in the cycle I who got point up 70 there were 11 students from 20 students, it was 55%. And Then, the percentage of post-test in Cycle II who got point up 70 there were 19 students from 20 students, it was 95%. It means that was improvement from post-test in the cycle I and post-test in the cycle II.

The used making video as students task could motivation the students to be easier in learning process speaking especially in telling past experience. So that the students could confidence to speaking English. In this research, the researcher

find that not all of the students got improvement score because they can't participate in teaching learning speaking process. But there were some students who got improvement score in cycle I and cycle II. Its means that making video task could hepled the students to improve their speaking ability in speaking English.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

A. Conclusion

From the collected the data and finding of the researcher, the researcher made conclusion, that was used making video as students task could to motivated the students' ability in speaking English. It was showed from the mean score of pre-test was 69, post-test in cycle I was 71 and post-test in cycle II was 81. Its showed there were improvement in each cycle. The students response was very good after using makinag video as students task. It could be seen of the students response was more motivated to practice speaking, confident in speaking English based on their words and they felt enjoy while practice speaking in front of the class. It was found that teaching speaking by making video as students task could improve their speaking ability in speaking English.

B. Suggestsions

In relation to the conclusion, suggestsions were staged as the follows:

1. For the students,

The students should practices their ability in speaking English and always repeated the lessons that gave in the class at home.

2. For the English teacher,

The teacher should be creative in choose the teaching methode and learning activities especially in learning speaking English until the students understand about the subject.

3. For English teaching,

Especially in speaking skill, using making video as students task can be used to motivate the students to practice their speaking ability so that the students fluency in speaking English in the class and outside.

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