

**THE STUDENTS' SPEAKING ACCURACY AND FLUENCY ABILITY
IN VIDEO PRODUCTION THROUGH ONLINE LEARNING PROCESS**
(A Descriptive Qualitative Research in the Second Year of SMA Gajah Mada – Medan)

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

FENY WAHYU INDAH SARI
NPM. 1602050139



UMSU
Unggul | Cerdas | Terpercaya

**THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2020**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Jumat, Tanggal 23 Oktober 2020, pada pukul 08:30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama : Feny Wahyu Indah Sari
NPM : 1602050139
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Students' Speaking Accuracy and Fluency Ability in Video Production through Online Learning Process (A Descriptive Qualitative Research in the Second Year of SMA Gajah Mada-Medan)**

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

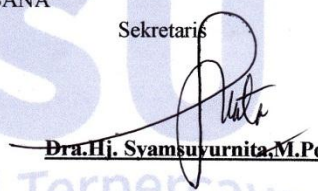
Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua


Dr.H.Elfrianto Nasution,S.Pd.,M.Pd

Sekretaris


Dra.Hj. Samsuyurnita,M.Pd

ANGGOTA PENGUJI :

1. Fatimah Sari Siregar, S.Pd, M.Hum
2. Yenni Hasnah, S.Pd, M.Hum
3. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

1. 

2. 

3. 



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Feny Wahyu Indah Sari
N.P.M : 1602050139
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Students' Speaking Accuracy and Fluency Ability in Video Production Through Online Learning Process

sudah layak disidangkan.

Medan, 07 Oktober 2020

Disetujui oleh:

Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : ww.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama : Feny Wahyu Indah Sari
NPM : 1602050139
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul **“The Students’ Speaking Accuracy and Fluency Ability in Video Production through Online Learning Process (A Descriptive Qualitative Research in the Second Year of SMA Gajah Mada-Medan)”** adalah benar bersifat asli (*original*) , bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



(FENY WAHYU INDAH SARI)

Unggul | Cerdas | Terpercaya

ABSTRACT

Feny Wahyu Indah Sari. 1602050139. "The Students' Speaking Accuracy and Fluency Ability in Video Production through Online Learning Process". Skripsi. English Department, Faculty of Teacher Training and Education-UMSU. Medan. 2020.

This research was carried out to examine the students' speaking accuracy and fluency ability in video production through online learning process at the second year of SMA Gajah Mada 2020-2021 Academic Year. The subjects of this research were 4 students. The method of this research is Descriptive Qualitative and the purpose of this research is to describe the real condition of grade eleventh students' ability in speaking accurately and fluently in Video Production through online learning process.

This research follows Kurt Lewin model with the following procedures of the action of the research: planning, acting, observing and reflecting.

The data of this study was validated by applying percentage formula. The data was analyzed based on observation and followed speaking assessment standardization of Brown. Based on the data, 50% of the students have average ability and 50% students have good ability in speaking accuracy and fluency in video production through online learning process.

Keywords : Speaking Accuracy and Fluency, Video Production

ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Beneficent and the Most Merciful. Firstly the researcher would like to thank to Allah SWT for all His blessing. Secondly, *shalawat* and salute be upon the prophet Muhammad SAW, the greatest leader for every moslem in the world. He has led us to the brightest way of life. May his *syafa'at* will save us at the end of the day. This skripsi is entitled “The Students’ Speaking Accuracy and Fluency Ability in Video Production through Online Learning Process”.

It is impossible for the researcher to write this research without assistance and guidance from these people. Therefore, the researcher would like to thanks to her beloved parents Abdul Basir and Warniati, who always love, support her mentally and financially to reach her future, her beloved siblings and her special one who always support and give inspiration.

The writer would also like to express her gratitude to:

1. Dr. Agussani, M.AP, the rector of Muhammadiyah University of Sumatera Utara.
2. Dr. Elfrianto Nst, M.Pd, the dean of FKIP UMSU who has motivated the researcher along her education in FKIP.
3. Mandra Saragih, S.Pd, M.Hum, the head of English Department for the assistance and guidance of this research.
4. Her supervisor, Dr. Hj. Dewi Kesuma Nst, S.S, M.Hum for her precious time in giving advice, comments and correction during process of writing this research.
5. All lectures especially those of English Department for giving valuable knowledge during her study in this FKIP.
6. The headmaster, English teacher and XI students of SMA Gajah Mada, for their cooperation and support in the process of writing this research.
7. Her beloved parents who always love and give the best encouragements.

8. Her beloved, Sertu Nur Al Alivin who always give the best encouragements.
9. All of my friends and relatives that I can not mention them one by one. Thanks for everything.

The researcher wishes that Allah SWT will give them in return all good things that have been give to her.

Medan, August 2020

The Researcher

Feny Wahyu Indah Sari

1602050139

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF CHARTS	v
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. The Identification of the Problem	4
C. Scope and Limitation	4
D. The Formulation of the Problem	4
E. The Objective of the Study	5
F. The Significance of the Study	5
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Defenition of Speaking	7
2. The Objective Speaking	9
3. The Elements of Speaking	10
4. Types of Spoken Language	12
5. Types of Classroom Speaking Performance	13
6. Speaking Assessment	15
7. Factors Influencing Learner’s Speaking Competence	17
8. Background to Teaching Speaking	18
9. Interactions: Keys to Improve EFL Learners’ Speaking Abilities	19

10. Education and Media Production	20
11. Video Production as an Instructional Strategy	20
B. Conceptual Framework	22
CHAPTER III RESEARCH METHODOLOGY.....	25
A. Location and Time of Research	25
B. Objective of the Study	26
C. Research Method	26
D. Population and Sample	26
E. Research Design	27
F. Instrument of the Research	28
G. Technical Data Analysis	28
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	31
A. Description of Data Research	31
B. Research Finding	32
C. Research Finding Discussion	39
D. Research Limitation	40
CHAPTER V CONCLUSION AND SUGGESTION	41
A. Conclusion	41
B. Suggestion	41
REFERENCES	42
APPENDIXES	
A. Lesson Plan	
B. Text Item	
C. Curriculum Vitae	

LIST OF CHARTS

		Pages
Chart 2.1	Chart of Conceptual Framework	24
Chart 4.1	The Students' Speaking Ability Classification	38
Chart 4.2	The Mean of Students' Speaking Ability	38

LIST OF TABLES

	Pages
Table 3.1	Time of Conducting the Research 25
Table 3.2	Population of Research 27
Table 3.3	Sample of Research 27
Table 3.4	Criteria of Students' Score 28
Table 3.5	Classification of English KKM 29
Table 4.1	The Score of Students' Videotapes 37

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an essential tool to communicate. To communicate means to understand, to express many ideas, and also to develop culture between speakers and listeners or writers and readers. English is an international language that is used to communicate among people all over the world. English teaching and learning process are done to develop students' communication competencies because the essential goal of learning a foreign language is to enable the students use it for communication. Studying English as a foreign language is gradually getting more important. English is one of a compulsory subject in Indonesia.

One of the language skills that must be mastered by the students in learning English is speaking skill. Speaking is a part of daily life that everyone should develop in subtle and detailed language. In line with this, Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking is needed to convey messages, information, opinion, and even emotion in daily life.

The spoken form is very highly valued in linguistics and applied linguistics where it is regarded as the primary form of a language and the source of innovation and language change. In the realm of a second language teaching there is also a high degree of attention

paid to the skill of speaking. Indeed to be a fluent speaker in a language is often depends on a person's goal. The source of input in highly influential 'communicative approaches' is largely the spoken form and there has been a conflation in linguistics of the term 'language' with 'speech' as the two are entirely interchangeable.

One of the central difficulties relates to the study of speaking is that it overlaps with a considerable number of other areas and disciplines. How far, for instance, is the structure of a conversation culturally determined? How far are the grammar and vocabulary of the speech different from other sort of grammar? What are the critical factors in the stream of speech that make it intelligible?

When the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For example, a task may be carried out to help the students gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule or application of a phonemic regularity to which they have been introduce), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for example how to interrupt politely, respond to a compliment appropriately, or show that one has understood).

In the end of year 2019 there was Covid-19 issue spread and it effected globally. Many sectors were affected from economy to education. World was panic, governments were forced to take immediate action to handle this situation. All of activities that were done outside house were banned, only the urgent ones were allowed. In education sector, for example, direct classroom teaching learning process could not be occurred because it was worried would increase the infection amount of covid-19 victims.

In this situation education practitioners were demanded to find the best solution to make teaching learning process could be carried out outside classroom or without direct face-

to-face learning process. Teachers were forced to be more creative in teaching process by using online application. This is not easy task since there was no special training that the teachers had in the past. Unfamiliarity was also the main issue in this case, moreover the teachers and school had to find the easiest and the most comfortable application to be used, and to socialize the students how to search and use the application.

Luckily, in modern life nowadays technology has been developed widely and is still in continuously expanded. Since twentieth century many online applications are used to connect people who have distance matter. Facebook, Tweeter, WhatsApp, Messenger, Google, Instagram, Telegram, YouTube, are popular online media which are used widely. These medias are able to make teaching learning process be flexible. Teachers and students can use them for their benefit in teaching learning process. Students can learn lesson materials from many sources, in many places and anytime by supporting of these medias. Distance is not a matter anymore in teaching learning process even though face to face teaching learning process is still the best way to study. When teacher and students cannot meet, technology can be relied.

By using these medias, teachers are demanded to be more creative to make fun and attractive learning and more understandable to students. Making learning video is one solution that can be considered to be used. The teacher can explain the learning topic from video or making attractive learning video to avoid boredom of the students. Giving lesson material media such as video nowadays is common among students and used widely. From video students can learn to make something, to enrich their knowledge or even to imitate some action. Video is also one of common media in learning language. Through this students try to follow and imitate the expressions, intonation and the pronunciation of a language.

Based on this fact the writer was incited to investigate whether video had influence in students' ability in study language, especially speaking. The writer then decided to take the title of, "*The Students' Speaking Accuracy and Fluency Ability in Video Production through Online Learning Process*" (A Descriptive Qualitative Research at Gajah Mada Senior High School Medan) for her research.

B. The Identification of the Problem

Based on the explanation in the background of the study, the problem that can be identified students can learn lesson materials from many sources, in many places and anytime by supporting of these medias. Distance is not a matter anymore in teaching learning process even though face to face teaching learning process is still the best way to study. When teacher and students cannot meet, technology can be relied.

From video students can learn to make something, to enrich their knowledge or even to imitate some action. In this situation education practitioners were demanded to find the best solution to make teaching learning process could be carried out outside classroom or without direct face to face learning process.

C. Scope and Limitation

This study was intended to investigate students' ability in speaking English accurately and fluently through video production through online learning process at SMA Gajah Mada Medan for 11th Grade 2020-2021 Academic Year.

D. The Formulation of the Problem

In line with the background of the study, the researcher formulated the research question as follows:

1. How is the students' speaking accuracy and fluency ability in video production through online learning process?

2. What are the factors influence students' speaking accuracy and fluency ability in video production through online learning process?

E. The Objective of the Study

According to background of the study above, the identification of the study was :

1. To describe the students' speaking accuracy and fluency ability in video production through online learning process.
2. To describe the factors influence students' speaking accuracy and fluency ability in video production through online learning process.

F. The Significance of the Study

Based on the research objectives to be achieved, this study was expected to be advantageous directly and indirectly. The following are advantages of this research:

1. Theoretically

The research contributes as the valuable information in teaching strategy especially in teaching writing.

2. Practically

- a. Students, to give an input to the students, so they can improve their speaking ability.
- b. English teachers, to search alternative solution in teaching speaking skill.
- c. Gajah Mada Senior High School, it can be beneficial regarding to improve the education quality.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Speaking

From a communicative pragmatic view of language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom even relatively unidirectional types of spoken language input (speech, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students.

For foreign language learners, they will encourage the speaking as the knowledge and skill. There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2000). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended and evolving. However, speech is not

always predictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997). A good speaker synthesizes this array of skills and knowledge to succeed in given speech act.

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency into account “the ability to keep going when speaking spontaneously” (Gower, Philips, & Walter, 1995). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and interaction skill, there is a negotiation between learners.

Speaking is important skill and one of the key to communicate other people. We can share some ideas or can be able to know the situation happened in this world. By mastering speaking, the student can share their ideas and give some important information. Speaking is the second skill after listening and thus there are some aspects when the researcher wants to measure students’ speaking ability such as fluency, grammatically, pronunciation, and vocabulary.

2. The Objective Speaking

The objective of speaking relates to the reason and purpose why people speak. Most people have particular purposes. It is like doing other skills, such as listening, writing, or reading. Scott Thornbury has made classifications of the speaking purposes which is included in speaking genres. First, speaking can serve transactional and interpersonal function. Speaking for transactional function is to convey information and facilitate the exchange of goods and services, for instance in the context of phoning to book a table in a restaurant. Second, speaking for interpersonal function is to establish and maintain social relations, such as when talking between friends.

Besides classifying speaking purpose based on the genres, Thornbury also makes classification based on pragmatic knowledge which focuses on communicative purposes and speech acts, namely complimenting, suggesting, requesting, offering, and so on.

Another objective of speaking is assumed by Jason S. Wrench. He argues that there are three purposes of speaking. Those are to inform, to persuade, and to entertain. The purpose of speaking is to inform when people speak to help their audience gain knowledge. Hence, the audience is able to acquire information to understand something. Then, to persuade means that people use their speaking to get audience intention to do or thinking as what the speaker said. The special characteristic of this kind of purpose is the changing mind set or behavior of the listener. In addition, to entertain means that speaking focus on making audience's enjoyment.

Therefore, the general purposes of speaking are to inform, to persuade, and to entertain. But, those general purposes can be classified into two kinds of genres, namely transactional and interpersonal.

3. The Elements of Speaking

According to Haris (1974) there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

3.1 Comprehension

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

3.2 Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3.3 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher 6 concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

3.4 Pronunciation

Pronunciation is the way for students“ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

3.5 Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

4. Types of Spoken Language

Several categories were defined for understanding types of spoken language. In the beginning through intermediate levels of proficiency, most of the efforts of students in oral production come in the form of conversation, or dialogue. As you plan and implement techniques in your interactive classroom, make sure your students can deal with both interpersonal (sometimes referred to as interactional) and transactional dialogue and they are able to converse with a total stranger as well as someone with whom they are quite familiar (Brown, 2000).

Based on the statement Brown defined spoken language into interpersonal and transactional dialogue. Richards in Brown (2011) says that transactional conversation is by which people accomplish goals with relatively little personal connection between speakers, e.g. ordering food and buying ticket. On the other hand, interpersonal conversation involves more personal and social relations between the speakers, e.g. giving compliment and showing sympathy. Moreover, in the *Depdiknas* (2006), it is stated that transactional conversation is the conversation to get things done, while interpersonal conversation is the conversation to have socialization. It means that transactional conversation involves the transaction between speakers in getting things done like exchanging some forms of goods, services or information.

The transactional and interpersonal conversations consist of several expressions that must be mastered by the students. There are some expressions offered in each grade and each semester. As stated in *Depdiknas* (2006), the expressions in the transactional and interpersonal conversations are related to the students' daily life. By mastering those expressions, the students are supposed to be able to interact with their nearest environment. Thus, the students have to know in what situation and how to use

the expressions in the conversations. Based on the above explanation, it can be concluded that transactional and interpersonal conversation are the conversation which are learned by junior and senior high school students for listening and speaking skill. The transactional and interpersonal conversations contain the expressions that should be understood and mastered by the students. The transactional conversation is the conversation that primarily involves the exchange of goods, service, or information. On the other hand, interpersonal conversation is the conversation that primarily involves the extension of personal and social relations.

5. Types of Classroom Speaking Performance

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom (Brown, 2000).

5.1 Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

5.2 Intensive

Intensive speaking goes one step beyond imitative, to include any speaking performance that is design to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form of language.

5.3 Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

5.4 Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiation nature to them than do responsive speech.

5.5 Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a. A casual register
- b. Colloquial language
- c. Emotionally charge language
- d. Slang
- e. Ellipsis
- f. Sarcasm
- g. A covert agenda

5.6 Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Here the register is more formal and deliberative. These monologues can be planned or impromptu.

6. Speaking Assessment

There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2000) has stated:

Pronunciation

5 = equivalent to and fully accepted by educated native speaker

4 = errors in pronunciation are quite rare

3 = errors never interfere with understanding and rarely disturb the native speaker.

Accent may be obviously foreign.

2 = accent is intelligible though often quite faulty.

1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Grammar

5 = equivalent to that of an educated native speaker.

4 = able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

3 = control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Vocabulary

5 = speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

Vocabulary is broad enough that he rarely has to grope for a word.

2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = speaking vocabulary inadequate to express anything but the most elementary needs.

Fluency

5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = able to use the language fluently on all levels normally pertinent to professional needs and can participate in any conversation within the range of this experience with a high degree of fluency.

3 = can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1 = (no specific fluency description. Refer to other four language areas for implied level of fluency.)

Comprehension

5 = Equivalent to that of an educated native speaker.

4 = can understand any conversation within the range of his experience.

3 = comprehension is quite complete at a normal rate of speech.

2 = can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)

1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

7. Factors Influencing Learner's Speaking Competence

7.1 Cognitive Factors

According to Levelt (1989), the speaking processes include conceptualization, formation, and articulation. Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. And articulation requires the speaker to articulate the speech in his articulatory organs. Therefore, Hughes (2002) argues that their speaking is filled with hesitation, false-starts, grammatical inaccuracies, and as well as limited vocabulary. Besides, McLaughlin & Heredia (1996) assert that since human's mind is a "limited capacity processor" (p. 214), it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may

cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy (Skehan & Foster, 1999).

7.2 Linguistic Factors

The appropriate use of language forms is important for learner's oral proficiency (Saunders & O'Brien, 2006). It is believed that pronunciation plays a vital role in intelligibility (Goh, 2007). Linguistic factors include several features like pronunciation, grammar, and vocabulary. Larsen-Freeman (2001) cites that it seems difficult for EFL learners to transfer the appropriate grammar to their speaking. Vocabulary is essential for EFL learners since it is the building block of every language. Furthermore, the ability to pick up words from one's mind may cover the speaking fluency (Carter, 2001; Levelt, 1989).

7.3 Affective Factors

It is assumed that anxiety and self-restriction have an influence on learner's oral proficiency. Anxiety is the affective factor that most dominantly blocks the learning process (Arnold & Brown, 1999). Working about being "wrong, stupid, or incomprehensible" (Brown, 2000, p. 269) completely influences learners' speaking performance.

8. Background to Teaching Speaking

Kathleen in Practical English Language Teaching stated for many years, people taught speaking by having students repeat sentences and recite memorized text book dialogues. Audiolingual repetition drills were design to familiarize students with the sounds and structural patterns of the target language (the language which learners are

aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation. So an audiolingual speaking lesson might involve an interaction.

During the late twentieth century, language acquisition research made us reconsider some long-standing beliefs about how people learn to speak. Several studies led to the conclusion that we had gotten the basic idea backwards: People don't learn the pieces of the language and then put them together to make conversations. Instead, infants acquiring their first language and people acquiring second language learn the pieces by interacting with other people. As a result, a method called communicative language teaching arose. In this method teachers often downplay accuracy and emphasize how students communicate when they speak the target language.

9. Interactions: Keys to Improve EFL Learners' Speaking Abilities

Spoken language usually has two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because much of our daily communication is interactional, being able to interact is imperative. Thus, language instructors should facilitate learners' with meaningful communicative situations about proper topics by applying learner-learner interaction as the key to teach communicative language (Richards & Renandya, 2002).

Communication drives essentially from interaction (Rivers, 1987, p. 30). Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher (Richards & Renandya, 2002). Nunan (1989)

expounds that in order to design activities; teachers need to take into consideration the integration of four language skills as they interact with each other in natural behavior, because in real life situations as in the classroom, most tasks of any complexity involve more than one macro skill.

10. Education and Media Production

Students cannot become truly media literate-deeply critical consumers of mass media-until they can experience making photographs, planning and organizing ideas through storyboards, writing scripts and performing in front of a camera, designing a web page, and reporting a news story. Goodman (1996) stated, “The power of technology is unleashed when students can use it in their own hands as authors of their own work and use it for critical inquiry, self-reflection, and creative expression” (as quoted in Hobbs, 1998, p.20). Media literacy necessarily entails “writing” as well as “reading” the media (Buckingham, 2005).

11. Video Production as an Instructional Strategy

One way to combat concerns about video production as decontextualized or without a focused content is to link it with the ongoing curricular requirements of particular learning contexts. Video production then becomes an instructional strategy for teaching content, not a set of tools and processes to be mastered as isolated skills. Instructional strategies are what instructors do to facilitate student learning (Dabbagh & Bannan-Ritland, 2005).

As Jonassen, Grabinger, and Harris (1991) stated, instructional strategies are “the plans and techniques that the instructor/instructional designer uses to engage the learner and facilitate learning” (p.34) and represent “a plan, method or series of

activities, aimed at obtaining a specific goal” (p.31). Thus, for example, video production as an instructional strategy might link video essays with Civil War concepts or documentaries with the study of historical and current immigration issues or marketing videos with promoting a book, an invention, or an environmental cleanup.

In this application, of video production, the media are not studied formally, but the analysis of media text and the creation of media messages are emphasized as components of course work in the traditional disciplines. This approach, in the hands of a well-qualified educator, carries with it the potential for students to gain exposure to media analysis and production activities while simultaneously mastering the complexities of disciplinary knowledge (Hobbs, 1998). As Hofer and Swan (2005) wrote, “The engaging and flexible nature of digital movie making projects offers great potential to ground the use of technology in discipline-specific content and processes” (p.108).

11.1 Video Production

A Video production company, Sparkhouse wrote in their blog (thesparkhouse.com), Video production is simply everything that goes into the ideation, planning and execution of a video. Historically video production involves three phases: pre-production, production (also known as principal photography), and post-production. Pre-production involves all of the creative and planning needed to move ahead with production such as ideation, concept creation, mood boards, style guides, actor casting, sourcing location, props, script writing and scheduling. Production is the spot where the magic happens, where the actors deliver their lines, background ideas become scenery

and a script comes to life with the camera rolling. Post-production is often referred to as editing, this stage of the game encapsulates so much more than just image manipulation

11.2 Types of Video Production

In their blog, Sparkhouse, one of Video Production companies stated there are many different types of popular video nowadays, such as Website Video, TV Commercial, Product Video, Social Media Video, Brand Video, Company Video, Infomercial, Testimonial Video, Explainer Video, How-To, Viral Video, Open Box Video, and App Video.

B. Conceptual Framework

Speaking is the most essential part in language, so as English. Someone's fluency in using language can be determined when the person is speaking. The fluency aspects can be valued from the pronunciation, the using of intonation or rhythm, the appropriate vocabulary, and the structure of the sentence. By mastering these aspects someone will be confidence to speak. Speaking is the second basic ability that a normal person should have after listening. Since a person was infant this ability was taught by the family because through speaking a person can get or exchange information, express his/her feeling, etc.

Learning language, in this case speaking skill can be done more than one way. Video is one of solutions that can be taken. By watching video students can imitate the way the character speaks such as mimic, intonation, expression and pronunciation. Learning process is also not limited in the class. Distance learning can be carried out by the assistance of technology. Distance learning media such as WhatsApp, Google

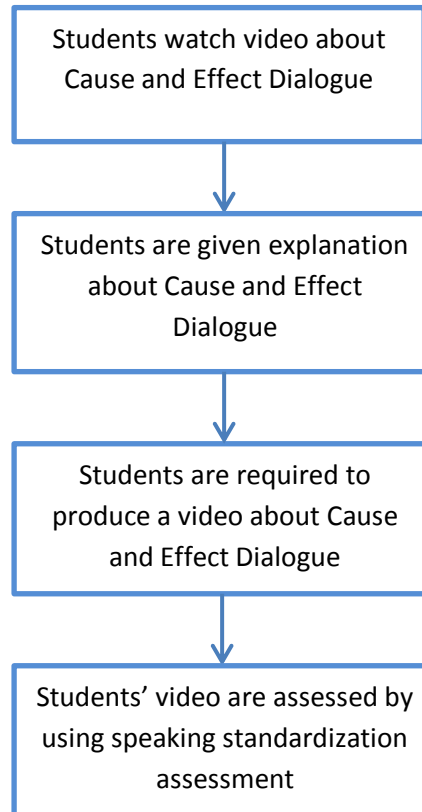
Classroom, Zoom Meeting and many more nowadays are provided to support teachers and students in such impossible situation.

Since video is familiar among students, the researcher was incited to investigate whether video had effect in their English speaking ability and how was students' speaking ability in video that they produced. In producing the video the students might do three stages; pre-production, production, and post-production. In pre-production the students plan scriptwriting, schedule, logistic and other administrative duties meanwhile in production stage, the students capture the speaking process or called filming. The last stage will be Post-production. It is editing process of the video that has been filmed before. The students' accuracy and fluency in speaking English will be valued from the video they produced. A set of criteria will be created to value the aspects of the video.

The conceptual framework of this research can be charted as follows:

Chart 2.1

Chart of Conceptual Framework



CHAPTER III
RESEARCH METHODOLOGY

Research methodology is a must in any research. This Chapter consists of location and time of research, objective of the study, research method, population and sample, research design, instrumentation, technique of data analysis.

A. Location and Time of Research

This research was conducted at SMA SWASTA GAJAH MADA, at jalan Bunga Kenanga No. 2, Padang Bulan Medan, North Sumatra. The research was conducted in three months, from June until August 2020. The steps of plan were observing, preparing of conducting the research, conducting the research including collecting the data, and writing the report of the research. The following is the table of the research conducting:

Table 3.1

Time of Conducting the Research

Activity	Month / Year 2020			Information
Observation	June			
Preparation of Conducting	June			
Conducting the research		July		
Collecting the data		August		
Writing the report			August	

B. Objective of the Study

Whether there is any effect of accuracy and fluency on the speaking skill of the eleventh grade students of SMA GAJAH MADA MEDAN.

C. Research Method

This research is a descriptive qualitative research, which means it is intended to find out the descriptive outcome of the collected data and the interpretation of which as the conclusion. According to Arikunto, the data are the result of documenting a certain activity by a researcher through observing, interviewing, experimenting, and testing. The data of this research were collected from the eleventh grade students of SMA GAJAH MADA MEDAN.

D. Population and Sample

The population of this study was students of eleventh grade of SMA SWASTA GAJAH MADA, 2020/2021 Academic Year, at jalan Bunga Kenanga No. 2, Padang Bulan Medan, North Sumatra. The total of population was 34 students. They were distributed into two classes, XI IPS with 12 students and XI IPA with 22 students. For the sample the researcher took only students of XI IPA by following Sugiyono's suggestion in his book "*Statistik Penelitian*". He stated that sample should be representative. The sampling technique that was applied was Purposive Sampling. Purposive Sampling is sampling technique with certain consideration. And the consideration of the researcher was ownership of Smart Phone to be used in research process and to receive, to access and to perform the task from the researcher.

Population and sample was drawn in a table as the following:

Table 3.2

Population of Research

NO	POPULATION	TOTAL
1.	XI IPS	12 students
2.	XI IPA	22 students
	Total	34 students

Table 3.3

Sample of Research

NO	SAMPLE (XI IPA)	TOTAL
1.	Female Student	4
	Total	4

E. Research Design

With the title of “**The Students’ Speaking Accuracy and Fluency Ability in Video Production through Online Learning Process** “, the research described the real condition of IPA XI grade students ability in speaking accurately and fluently in Video Production through online learning process at SMA Gajah Mada.

The design was applied in order to examine how the students’ ability in speaking accurately and fluently in Video Production through online learning process was and how many percent students could speak English accurately and fluently. Before giving the test the students were shown a video and given explanation about the material. The speaking assessment standardization was applied to scale students’ ability.

F. Instrument of the Research

Creswell (2009: 179) points out that data collection procedure in qualitative research, involves four basic types: observations, interviews, documents, and visual images. Since the research title is about students' speaking ability through video production, the researcher chose **Observation** and **Visual Image** as the instruments of data collection.

G. Technical Data Analysis

This research applied descriptive quantitative technique to analyze the data, and the steps are:

1. Examine and scoring the videotapes.

To score the students' task, in this case is videotape, the researcher used the following scoring table:

Table 3.4

Criteria of Students' Score

Classification	Score	Criteria
Excellent	25 - 30	Equivalent to that of an educated native speaker.
Very Good	19 - 24	Able to use language accurately and fluently on all levels and can understand any conversation within the range of his experience.
Good	13 - 18	Comprehension is quite complete at a normal rate of speech. Able to speak with

		sufficient structural accuracy, vocabulary, and can discuss particular interprets of competence with reasonable ease.
Average	7 - 12	Can get the gist of most conversation of non-technical subjects. Can handle with confidence but not with facility most social situation, including introductions and casual conversation.
Poor	0 - 6	Within the scope of his very limited language experience. Errors in grammar, pronunciation are frequent.

(Adopted from Brown, 2001: 406)

2. Classify the students' ability

The researcher classified the students' ability based on the standardization of the English subject KKM (Minimum Completeness Criteria) at the school that was 75.

The KKM classification is shown in this table:

Table 3.5

Classification of English KKM

Score Interval	Predicate	Explanation
93 – 100	A	Very Good
84 – 92	B	Good

75 – 83	C	Average
... < 75	D	Poor

This classification is adopted from *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Atas* (Scoring Guidance for Educator and Senior High School of Education Unit) year 2017 and follows K-13 Curriculum of Indonesia. Based on this classification students' ability would be drawn as:

Student Score	Interval Class	Criteria
25 – 30	93 – 100	Very Good
19 – 24	84 – 92	Good
13 – 18	75 – 83	Average
... < 12	... < 75	Poor

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research finding as the answer to the problems of study stated in the first chapter. The first point describes about the students' speaking accuracy and fluency ability in video production through online learning process at the eleventh grade students of SMA Gajah Mada Medan, describes the problems factors influence students' speaking accuracy and fluency ability in video production through online learning process of SMA Gajah Mada Medan. The second point discusses the data finding in the research field related to the theories. The presenting data is based on interview the English teacher and students by online process.

A. Description of Data Research

The data of this research was collected by examining students' videotapes. There were 4 students performed in the videos. In pair technique was applied in producing the video. The data collection used five components that refer to the rule of speaking, which were:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

B. Research Finding

The observation process takes 1 month, 22 June - 21 July, 2020. It takes two weeks to teach accuracy and fluency in video production, one week to practice speaking through dialogue, and one week for the whole process of observation. To make the observation easier, the researcher asked the student to prepare their own dialogue some time at home. This is done so for the sake of effectiveness in observing the students or respondents' performance.

The observation is taken in two stages :

- a. All students to learn about the video production that researchers provide through the online learning process.
- b. Students are asked to send the results of the conversations they have made in groups and send to researchers.

There are 2 sample that the researchers took in the classroom :

1. Dialogue for Wathi and Maysarah

Maysarah : “ Hai Wathi “

Wathi : “ Hai Maysarah “

Maysarah : How are you ?

Wathi : I'm fine. How about you ?

Maysarah : I'm fine too. What are you doing here ?

Wathi : I was so hungry, so I bought some food in the cafeteria .

Maysarah : “ oh “

Wathi : Maysarah, why you look so very happy today ?

Maysarah : Of course. Today is my birthday, therefore I'm so happy.

Wathi : Really ? Happy birthday Maysarah wish you all the best.

Maysarah : Thank you Wathi. By the way, why does your friend running on the field ?

Wathi : He didn't do his homework, as a result the teacher punished him.

Maysarah : Oh my god. I didn't finish my homework either, because last night I over slept.

Wathi : Go back to class and finish it right now.

Maysarah : See you Wathi

Wathi : See you too Maysarah.

Based on the dialogue above the researcher analyzes :

a. Pronunciation

The students open a dialogue with the greeting “ Hai “ by waving a body style, namely waves hands. Pronunciation is very clear and good, making it easier for researchers to analyze properly.

b. Grammar

The researcher gets a mistake in the students' dialogue grammar :

Wathi : There is no “ *So* ” in the dialogue.

Maysarah : “ *Panis him* ” it should be “ *Punished him* ”

Wathi : “ *Eitel* ” it should be “ *Either* ”

c. Vocabulary

There are many mistakes in the vocabulary in the dialogue. A student named Maysarah in the dialogue speaks with the word “ *Panis him* ” it should be “ *Punished him* ”. A student named Maysarah in the dialogue speaks with the word “ *Eitel* ” it should be “ *Either* ”.

d. Fluency

The researcher saw and heard from the student's dialogue video that the both of students had very good fluency. The students have excellent body style and language so that in dialogue students enjoy the dialogue text without memorizing facial expressions.

e. Comprehension

The researcher saw and heard from the students' dialogue videos that the both of students had a very good comprehension of the dialogue the students said.

2. Dialogue for Santi and Sonia

Sonia : " Hai Sonia "

Santi : " Hai Mia "

Sonia : What's on the Tv ?

Santi : Just the news about the celebrity arrested for using drugs.

Sonia : I was wondering why many celebrities use drugs.

Santi : Perhaps it's due to their tight schedule ? A tight schedule can cause mentally and physically tiredness.

Sonia : That make sense. I read somewhere that drugs can temporarily mask pain. Therefore, they consume drugs to escape from their sufferings.

Santi : That's could be right. Unfortunately, drugs are addictive. Drugs addiction can lead to several health damages such as abdominal pain, liver failure, strokes, and brain damage.

Sonia : That's horrible.

Based on the dialogue above the researcher analyzes :

a. Pronunciation

The students can not clearly speak so that the pronunciation is still not good. In the dialogue, there are greetings and self-introductions even though they speak Indonesian. But make it easy for researchers to get to know students.

b. Grammar

The researcher gets a mistake in the students' dialogue grammar :

Santi : “ *To* ” it should be “ *the* ”

“ *asing* ” it should be “ *using* ”

Sonia : “ *Wes* ” it should be “ *Was* ”

Santi : “ *Eks* ” it should be “ *A tigh* ”

Sonia : “ *Makes mense* ” it should be “ *Make sense* ”

“ *Somewel* ” it should be “ *Somewhere* ”

“ *Temporimay* ” it should be “ *Temprosay* ”

Santi : “ *Kold* ” it should be “ *Could* ”

“ *Unfurtuniti* ” it should be “ *Unfortunately* ”

“ *Serveral* ” it should be “ *Several* ”

“ *Demec* ” it should be “ *Damages* ”

“ *Apdominen* ” it should be “ *Atdominal* ”

“ *Level fairi* ” it should be “ *Liver failure* ”

c. Vocabulary

There are many mistakes in the vocabulary in the dialogue. A student named Santi in the dialogue speaks with the word “ *Abus* ” it should be “ *Abuse* ” . A student named

Sonia in the dialogue speaks with the world “ *Jas to news ebol celebrity erved for asing drugs* ” it should be “ *Just the news about celebrity arrested for using drugs* ” .

A student named Santi in the dialogue there are no words “ *Tigh after A* ” . A student

named Sonia in the dialogue speaks with the world “ *That makes mense. I read somewel that drugs can temproi mask pain* ” it should be “ *That make sense. I read somewhere that drugs can temprosay mask pain* ” . A student named Sonia in the

dialogue speaks with the world “ *That’s kold be right. Unfortuniti, demec, apdominen, liver fairi, brain deric* ” it should be “ *That’s could be right. Unfortunately, damages, atdominal, liver failure, brain damage.*

d. Fluency

The researcher saw and heard from the student’s dialogue video that the both of students had good fluency. But there are students who are stiff or have facial expressions that make reading disturb and do not enjoy their videos.

e. Comprehension

The researcher saw and heard from the students’ dialogue videos that the both of students had a good comprehension of the dialogue the students said.

And the following tables were the data calculation and result of the students' score.

Table 4.1

The Score of Students' Videotapes

NO	Initial	Indicators						Total Score	Interval Class
		P	G	V	F	C	T		
1.	MAF	4	4	4	4	4	4	24	84 – 92
2.	SMS	3	3	3	3	3	3	18	75 – 83
3.	SL	2	2	3	3	2	2	15	75 – 83
4.	JW	4	4	4	4	4	4	24	84 – 92
Total		13	13	14	14	13	13	81	

$$M = \frac{TOTAL\ SCORE}{TOTAL\ STUDENTS}$$

$$M = \frac{81}{4}$$

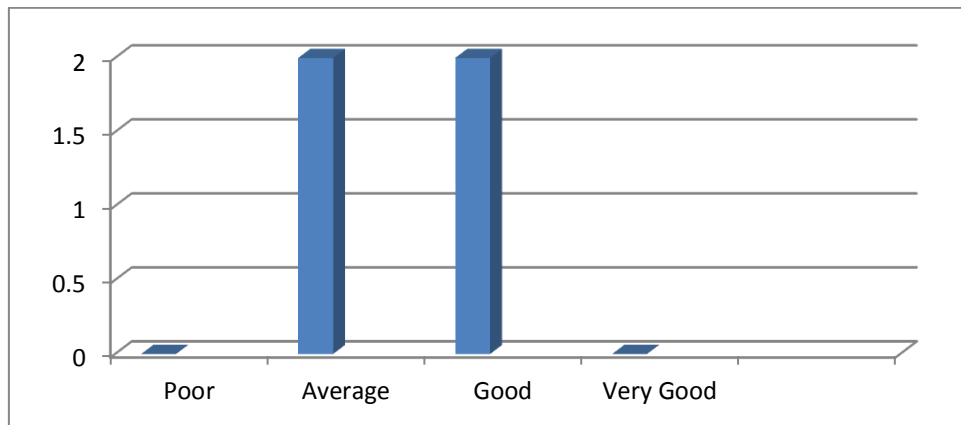
$$M = 20.25$$

The Mean of the students' score is in 75 – 83 interval class with C predicate and explain as Average Ability.

Based on the data from the scoring table and the use of Interval Classification, the detail description of the students' speaking accuracy and fluency ability in video production through online learning process is shown on the chart below:

Chart 4.1

The Students Speaking Ability Classification

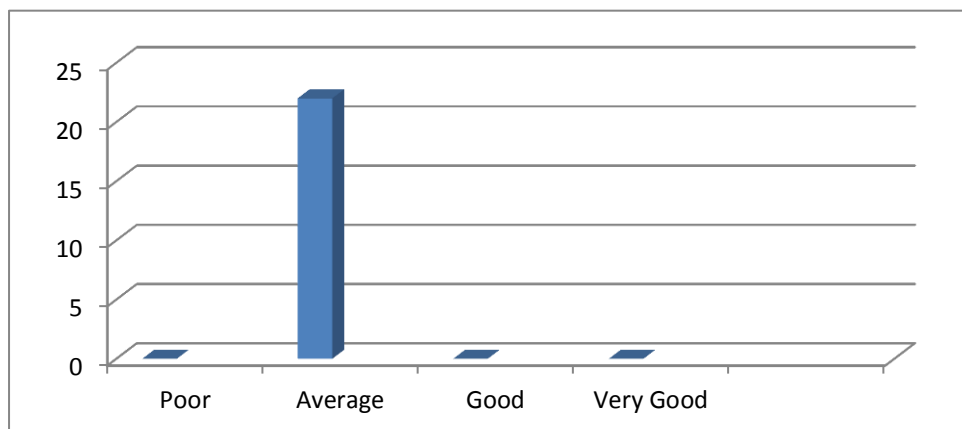


Based on the chart, 2 students have average ability and 2 students have good ability in speaking accurately and fluency in video production through online learning process. In percentage it can be drawn as 50% of the students have average ability and 50% of the students have good ability. It means that no students do not pass KKM standardization.

For the Mean of the students' ability can be drawn as the following chart :

Chart 4.2

The Mean of Students Speaking Ability



The chart above shows that the mean of the students' ability is in Average Ability. It means that the students' ability passes KKM standardization.

C. Research Finding Discussion

In previous time the same researches have been conducted by other researchers in difference places and level. Some researchers who had conducted the same research are:

1. Hanapi Hanapi, Nanik Handayani and Riki Bugis from Iqra Buru University in Maluku with research title: *Students' Speaking Skill in Oral Descriptive Text by Using Video at Tenth Grade in SMA Negri 1 Namlea.*

In conclusion they stated; students' response using video is also positive. It can be seen from the result of the questionnaire that 32 students (100%). The result of the study proved that the use of video in teaching speaking can improve students' speaking skill.

2. Siti Hadijah from Islamic University of Riau in Riau with research title: *Teaching by Using Video: Ways to Make It More Meaning in EFL Classrooms.*

In her research she stated that although the use of video in many EFL Classrooms is not something new anymore, but more positive responds are still addressed by the students.

3. Muhammad Iqbal Ali Akbar Hakim from University of Indonesia in Jakarta with research title: *The Use of Video in Teaching English Speaking (a Quasi-Experimental Research in Senior High School in Sukabumi).*

He concludes in his research that based on the result of the research, it is safe to say that the use of video is effective to improve students' speaking ability in grade XI of

High School. Based on the score presented the H_0 was rejected, which means there was a significant difference between experimental group and control group scores. In line with this, another proof also shows by the calculation of effect size which in the large level with r score 0.697

From the above researches conclusion, it can be concluded that the result of the researches have positive result, meanwhile the students' ability in this research is average.

D. Research Limitation

When the researcher conducted the research, she found some obstacles in the field. First, the research faced some postponement of conducting the research because of Covid-19 issue was spread. The school was not allowed to operate, the students could attend the class and there was no face-to-face teaching learning process. Second, students are using android phone to receive and access the explanation and the task from the researcher and teacher and a few students were not familiar with application. The teacher and researcher were actively guided the students during research time. Third, in submitting the test result the students used smart phone, it means the students did not meet the teacher when they submitted the answer. It was one of challenges because the students didn't submit the answer on time. The teacher or researcher could not force the students to submit it on time due to long distance teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and analyzing data, there were some conclusions that could be described as follows:

1. Based on the result of the research the students ability in speaking accurately and fluently in video production through online learning process is 50% of the students have good ability and 50% of the students have very good ability. It means that all students passed KKM.
2. There are 4 students in the sample of the research. There are 2 students who have a level of dialogue arrest, there are 2 students who have a level of weakness in dialogue. They have to be trained more. They have to practice much more with their peers or their English teachers and use the speaking accuracy and fluency they already use. Hopefully, as the saying goes “practice makes perfect”.
3. These students can also be said to be able to speak fairly good, i.e (in this case) a skill to speak English in an accepted and casual manner. In other words, they can use, to a certain degree, speaking accuracy and fluency in their dialogue. Accordingly, they can also speak in an accepted and casual manner to a certain degree too.

B. Suggestion

The research had clearly shown that students' ability in speaking accurately and fluently in video production through online learning process are good and very good range. Based on the conclusion above, some valuable suggestions are stated as the following:

1. English teachers are expected to apply Video Production in teaching speaking to students. Teaching speaking to students can be fun because there is role play part and uses more interesting media.
2. The students are expected to be eager and more productive especially in speaking and to utter their ideas.
3. It is suggested to other researchers who are interested and want to do research to use this finding as source of information for further related studies.
4. It is also suggested to school management to encourage teachers to improve their teaching skills become better, more creative and interesting by using many models or strategies which are believed to give easier and better understanding to students in their effort to get information in increasing speaking skill.
5. It is expected to the readers can make this study as consideration and to enrich their knowledge about Video Production in teaching speaking.

REFERENCES

- Arnold, J., & Brown, H. D. 1999. A map of the Terrain. In J. Arnold (Ed). *Affective Method in Language Learning* (pp. 1-24). Cambridge: Cambridge University Press.
- Brown, H. D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). White Plains, NY: Longman
- Brown, Steven. 2011. *Listening Myth: Applying Second Language Research to Classroom Teaching*. Michigan: University of Michigan Press.
- Burns, A & Joyce, H. 1997. *Focus on Speaking*. Sydney: Macquire University Press
- Bygate, M. 1987. *Speaking: The Cambridge Guide to Teaching English to Speakers of Other Language*. Cambridge: Cambridge University Press
- Carter, R. N. 2001. *Vocabulary and Language Teaching*. London: Longman.
- Creswell, J.W. 2007. *Qualitative Inquiry and Research Design*. Thousand Oaks: Sage Publication
- Depdiknas. 2006. *Kurikulum 2006: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA*. Jakarta: Pusat Kurikulum Balitbang Depdiknas
- Direktorat Pembinaan SMA. 2017. *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Atas*. Jakarta: Direktorat Pendidikan Dasar dan Menengah
- Goh, C. C. M. 2007. *Teaching Speaking in the Language Classroom*. Singapore: SEAMEO Regional Language Centre
- Gower, R., Phillips, D., & Walters, S. 1995. *Teaching Practice Handbook*. Oxford: MacMillan Education
- Harris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company
- Harmer, J. 2001. *The Practice of English Language Teaching* (3rd ed). London: Longman
- Heaton, G, B. 1988. *Writing English Language Tests*. Harlow: Longman group limited
- Hughes, R. 2002. *Teaching and Researching Speaking*. Edinburgh: Pearson Education
- Jonassen, D. H. 2000. Toward a design theory of problem solving. *Educational Technology Research & Development*, 48(4), 63–85.
- Kurt Lewin. 1946. *Action Research and Minority Problems*. Journal of Social Issues.

- Larsen-Freeman, D. 2001. *Grammar*. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 34-41). Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667206.006>
- Levelt, W. J. M. 1989. *Speaking: Form Intention to Articulation*. Cambridge: MIT Press
- McLaughlin, B., & Heredia, R. 1996. *Information-processing Approaches to Research on Second Language Acquisition and Use*. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 213-228). San Diego: Academic Press. <http://dx.doi.org/10.1016/b978-012589042-7/50009-8>
- Nunan, D. C. 1989. *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press
- Richards, J. C., & Renandya, W. A. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667190>
- Saunders, W. M., & O'Brien, G. 2006. *Oral language*. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 14-45). Cambridge: Cambridge University Press.
- Skehan, P., & Foster, P. 1999. *The influence of task structure and processing conditions on narrative retellings*. *Language Learning*, 49(1), 93-120. <http://dx.doi.org/10.1111/1467-9922.00071>
- Sugiyono. 2007. *Statistika untuk Penelitian (cetakan kedua)*. Bandung: Penerbit Afabeta Bandung
- Thornbury. 1984. *Principle of Speech Communication*. Illinois: Scott, foreman, and Company.

APPENDIXES

A. LESSON PLAN

Teaching a class needs preparation. It will help the teacher to anticipate what will be going in the class. It will also boost the teacher's confidence if she/he masters the material and also the class. In this research the researcher will use the following Lesson Plan:

LESSON PLAN

School	: SMA Gajah Mada Medan
Subject	: English
Class/Semester	: XI/Even
Topic	: Cause and Effect Dialogue
Time Allocation	: 90 minutes

A. The Purpose of the Study

After teaching learning process the students are required;

- To be able to identify and mention the situation that causes the using of *cause and effect expression* in a dialogue.
- To ask about unclear or different things about *cause and effect dialogue*.
- To create a dialogue about *Stating and Asking about Cause and Effect* which some situations given by the teacher.

B. The Media/Tools and the Source of the Learning

- Media : Audio Visual Media (Video)
- Tools : Laptop, Speaker, Whiteboard, Marker
- Source : Internet, Teacher/Student Handbook

C. The Steps of Learning Process

Introduction (10 minutes)	
Greeting and prayer to start the lesson. After that check the class readiness for the teaching learning process.	
Correlate the topic with students' experience to engage the students to the topic. Ask the students questions that relate to the topic and the further discussion.	
Motivate the students by showing them the purpose of learning the topic.	
Explain the topic elements, the goals and method that will be used in learning process.	
Main Activity (70 minutes)	
Literation	The students are given motivation and guidance to examine, read and rewrite. The students are given a video and reading material that relates to <i>Expressions of Cause and Effect</i> .
Critical Thinking	The students are given chance to identify as many as possible things that haven't been understood by asking the teacher questions factually or hypothetically about <i>Expressions of Cause and Effect</i> .
Collaboration	The students are divided into groups to discuss, collect information, represent and exchange information about <i>Expressions of Cause and Effect</i> .
Communication	The students perform the dialogue in pairs/group.
Creativity	Teacher and students altogether make summary of the topic. The students are also given a chance to ask more question if the students found something unclear about the topic.
Closing (10 minutes)	
The students make lesson summary about the essential points that appeared in learning process.	
The teacher make lesson summary about the essential points that appeared in learning process.	

D. The Learning Evaluation

- **Knowledge Evaluation:** Observation of question answer discussion, dialogue and exercise.
- **Skill Evaluation:** Students' dialogue performance

Medan, 2020

Known by,

Headmaster of SMA Gajah Mada

English Teacher

RINI JULYANI, ST

VIDYA, S.Pd

B. TEST ITEM

The test that will be given to the students will be similar for Pre-test and Post-test. The direction of the speaking test will be:

1. Listen to the teacher explanation about *Stating and Asking about Cause and Effect*.
2. Pay attention to the elements of the Dialogue about *Stating and Asking about Cause and Effect*.
3. Create your own dialogue about *Stating and Asking about Cause and Effect* with your partner. It should be 15 lines minimum and should be performed.

CURRICULUM VITAE

Personal Details

Name : Feny Wahyu Indah Sari
Sex : Female
Place, Date of Birth : Medan, 07 November 1998
Marital Status : Single
Religion : Islam
Hobbies : Travelling
Father's Name : Abdul Basir
Mother's Name : Warniati
Address : Jl. Bunga Wijaya Kesuma No. 68
Mobile : 082168558908
E-mail : fenywahyuindahsarii@gmail.com

Education Background

2004 – 2010 : SD Swasta Gajah Mada Medan
2010 – 2013 : SMP Swasta Gajah Mada Medan
2013 – 2016 : SMA Swasta Gajah Mada Medan

Medan, 20 July 2020
Researcher

(Feny Wahyu Indah Sari)
NPM: 1602050139