

**USING VIDEO RECORDER TO IMPROVE STUDENTS' SPEAKING
ABILITY IN RETELLING STORY AT 10TH GRADE STUDENTS OF
SMAN 4 JEMBER IN 2020/2021 ACADEMIC YEAR**

UNDERGRADUATE THESIS



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
J E M B E R

By:

DINA WASILATUR ROFIQOH

SRN T20176008

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
ENGLISH EDUCATION DEPARTMENT
JANUARY 2022**

**USING VIDEO RECORDER TO IMPROVE STUDENTS' SPEAKING
ABILITY IN RETELLING STORY AT 10TH GRADE STUDENTS OF
SMAN 4 JEMBER IN 2020/2021 ACADEMIC YEAR**

UNDERGRADUATE THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
In partial fulfillment of the requirements for a Bachelor Degree (S. Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

DINA WASILATUR ROFIQOH
SRN T20176008

Has been approved by an advisor



Suparwoto Sapto Wahono, M.Pd.
NIP. 197406092007011020

2021.02.03 09:22

**USING VIDEO RECORDER TO IMPROVE STUDENTS' SPEAKING
ABILITY IN RETELLING STORY AT 10TH GRADE STUDENTS OF
SMAN 4 JEMBER
IN 2020/2021 ACADEMIC YEAR**

UNDERGRADUATE THESIS

**It has been examined and approved by the board of examiners in partial
fulfillment of the requirement for the bachelor degree of education (S. Pd)
Faculty Tarbiyah and Teacher Training
English Education Department**

Day : Tuesday

Date : 11th of January 2022

The Board Examiners

Chair

Secretary

Dr. H. Mustajab, S.Ag., M.Pd.I.
NIP. 197409052007101001

Sandi Ferdiansyah, M.Pd.
NIP. 198503192019031004

Members

1. Dr. Inayatul Mukarromah, S.S., M.Pd.

2. Suparwoto Sapto Wahono, M.Pd.

Approved by Dean of

Faculty of Tarbiyah and Teacher Training

Prof. Dr. H. Mukni'ah, M.Pd.I.
NIP. 196405111999032001

LEGITIMATION FROM BOARD OF EXAMINERS

This is to certify that undergraduate thesis of Sittiyatun entitled "Public Speaking Learning Through Online Learning In Pandemic Covid-19 For The Eleventh Grade Students of Science at MAN 1 Situbondo" has been approved by the board examiners as the requirement for the bachelor degree in English Education Department.

Day: Tuesday

Date: 11th of January, 2022

The board of examiners

Chair



Dr. H. Mustajab, S.Ag., M.Pd.I.
NIP. 197409052007101001

Secretary



Sandi Ferdianwah, M.Pd.
NIP. 198503192019031004

Members

1. Dr. Inayatul Mukarromah, S.S., M.Pd.
2. Suparwoto Sapto Wahono, M.Pd.



Approved by

Dean of Faculty of Tarbiyah and Teacher Training



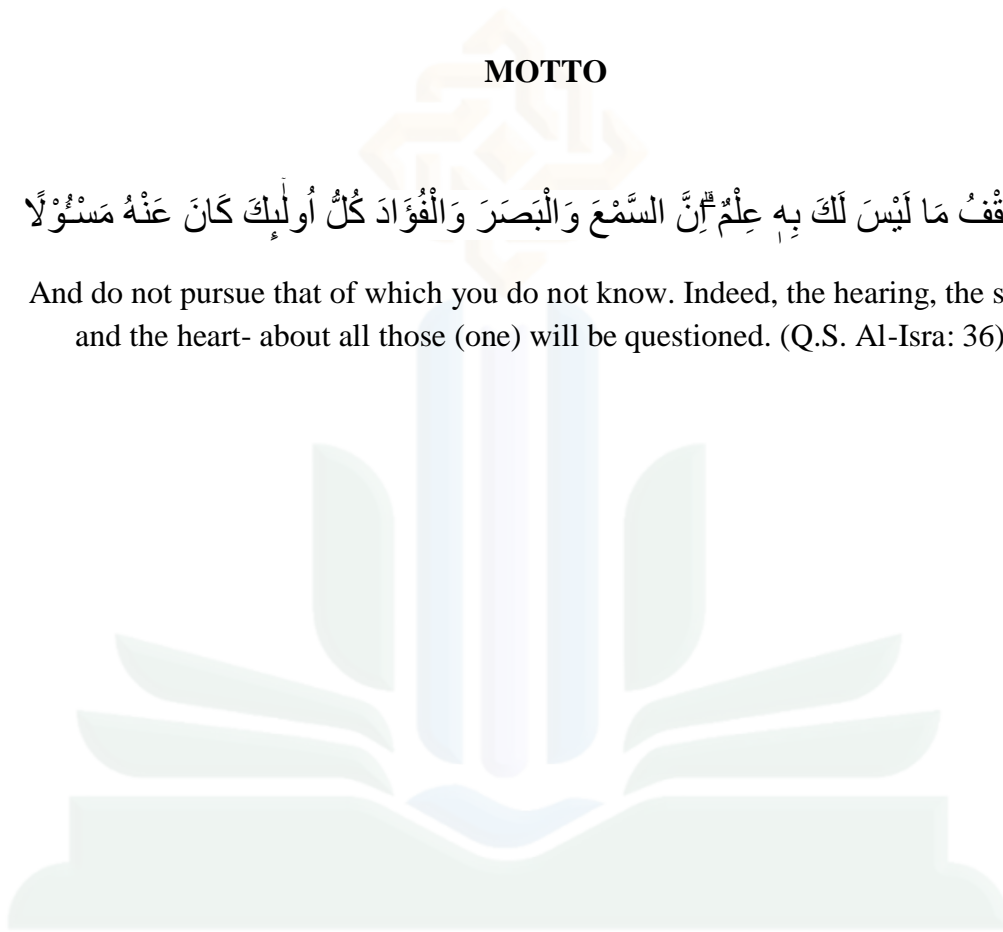
Prof. Dr. Hj. Mukti'ah, M.Pd.I
NIP. 19640511199903200

2021.02.03 09:22

MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا

And do not pursue that of which you do not know. Indeed, the hearing, the sight, and the heart- about all those (one) will be questioned. (Q.S. Al-Isra: 36)¹



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

¹ Andi Unpam, Qur'an and English Translation, (Qur'an for Android, 17 December 2014)

DEDICATION

I dedicate this thesis for:

1. My beloved parents, my father Ahmari and my mother Siti Mutmainah who always support and take a pray for me
2. My beloved little sister Lutfiana Mufidatul Kirom
3. My beloved big family
4. All of my friends that I can't mention one by one who always supports me to finish this undergraduate thesis
5. Last but not least, thank you for me as I persist and never give up.

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

ACKNOWLEDGEMENT

Alhamdulillah Rabbil Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, a human who has brought us from the darkness to the lightness, from the stupidity to the cleverness namely Islam Religion that we love.

This thesis is presented as one of the requirements to obtain an undergraduate degree in English Language Teaching at State Islamic University of KH Achmad Siddiq Jember. The undergraduate thesis entitled “Using Video Recorder to Improve Students Speaking Ability in Retelling Story at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year”.

The researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing. Therefore, on this occasion, the writer expresses thankfully to honorable:

1. Prof. Dr. H. Babun Suharto, S.E., M.M. as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has allowed me to study in this institute.
2. Prof. Dr. Hj. Mukni’ah, M. Pd.I. as the Dean of Faculty of Tarbiyah and Teacher Training who has given permission to conduct this research and approved this undergraduate thesis.
3. As’ari, M.Pd.I. as the Head of English Department who has permitted me to have this research.

4. Suparwoto Sapto Wahono, M. Pd. as the advisor who has helped me to finish this undergraduate thesis.
5. My all beloved lecturers who have been patient and generous to teach me anything about the English language and the general knowledge.
6. Putri Firda Nurul Istiqomah, S. Pd. as my collaborator who helps me to finish my research at SMAN 4 Jember.
7. 10th-grade students of SMAN 4 Jember who help me to accomplish the process of the research.
8. My beloved parents never stop praying for me and inspiring me to do my best.
9. All of the people who have helped me ‘Thank you Very Much!’.

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

Jember, December 2021

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Dina Wasilatur Rofiqoh
SRN: T20176008

ABSTRACT

Dina Wasilatur Rofiqoh, 2021 : *Using Video Recorder to Improve Students Speaking Ability in Retelling Story at 10th Grade Students' of SMAN 4 Jember in 2020/2021 Academic Year.*

Keywords: *Video Recorder, Improve, Students' Speaking Ability, Retelling Story.*

Students should have the ability to speak English in order they can communicate with others and to access their knowledge. In the formulation of a standard competency curriculum in Indonesia, students must be able to communicate verbally. The researcher found that students of SMAN 4 Jember had a problem in speaking, they were not confident to speak in front of a class, afraid of making mistakes, and not being able to speak in front of the class. That's why students of SMAN 4 Jember needed to use media in their learning speaking. From that problem, the researcher decided to use a video recorder as media to improve the ability of students in retelling story.

The research question in this research are 1) How is the implementation of the video recorder to improve the ability of students' speak in retelling stories at 10th-grade students of SMAN 4 Jember?, and 2) How can video recorder improve the ability of students' speak in retelling stories at 10th-grade students of SMAN 4 Jember?. This study aims (1) to describe the implementation of the video recorder to improve ability students' speaking in retelling stories at 10th-grade students of SMAN 4 Jember, and (2) to know the video recorder can improve the ability of students' speak in retelling stories at 10th-grade students of SMAN 4 Jember.

This research applied Classroom Action Research of Kemmis and Mc. Taggart consists of four stages, they are planning, acting, observing, and reflecting. There was one cycle in this research which consisted of four meetings. The researcher conducted this research at SMAN 4 Jember which consists of 14 students of 10th- grade. To collect the data, the researcher used the students' speaking test, interview, field note, and document review.

The criteria of action success were 70 KKM. The result of this research before implementing video recorder was 14.3 % of students who reach 60.2 scores and the result after students implemented video recorder was 85.7 % of students who reach 78.2 scores. From that result, the researcher conclude that the implementation of the video recorder was successful to improve students speaking ability in retelling story.

TABLE OF CONTENTS

COVER	
APPROVAL.....	
APPROVAL OF BOARD EXAMINERS	
MOTTO	
DEDICATION.....	
ACKNOWLEDGEMENT	
ABSTRACT	
TABLE OF CONTENT.....	
CHAPTER I INTRODUCTION.....	
1.1. Background of The Research 1	
1.2. Research Questions	6
1.3. Research Objective	7
1.4. The Significance of The Research.....	7
1.5. Definition of Key Term	8
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.1. Previous of Research.....	11
2.2. Theoretical Review	18
CHAPTER III RESEARCH METHODOLOGY	40
3.1. Research Design.....	40
3.2. Research Setting.....	41
3.3. Population of Sample	42
3.4. The Subject of The Research	42

3.5. The Technique of Collecting Data	43
3.6. The Procedure of Classroom Action Research	44
3.7. The Technique of Analyzing Data	53
3.8. The Criteria of Action Success	**
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	54
4.1. Findings.....	54
4.2. Discussion	63
CHAPTER V CONCLUSION AND SUGGESTION	67
5.1. Conclusion.....	67
5.2. Suggestion	68
REFERENCES	
APPENDICES	

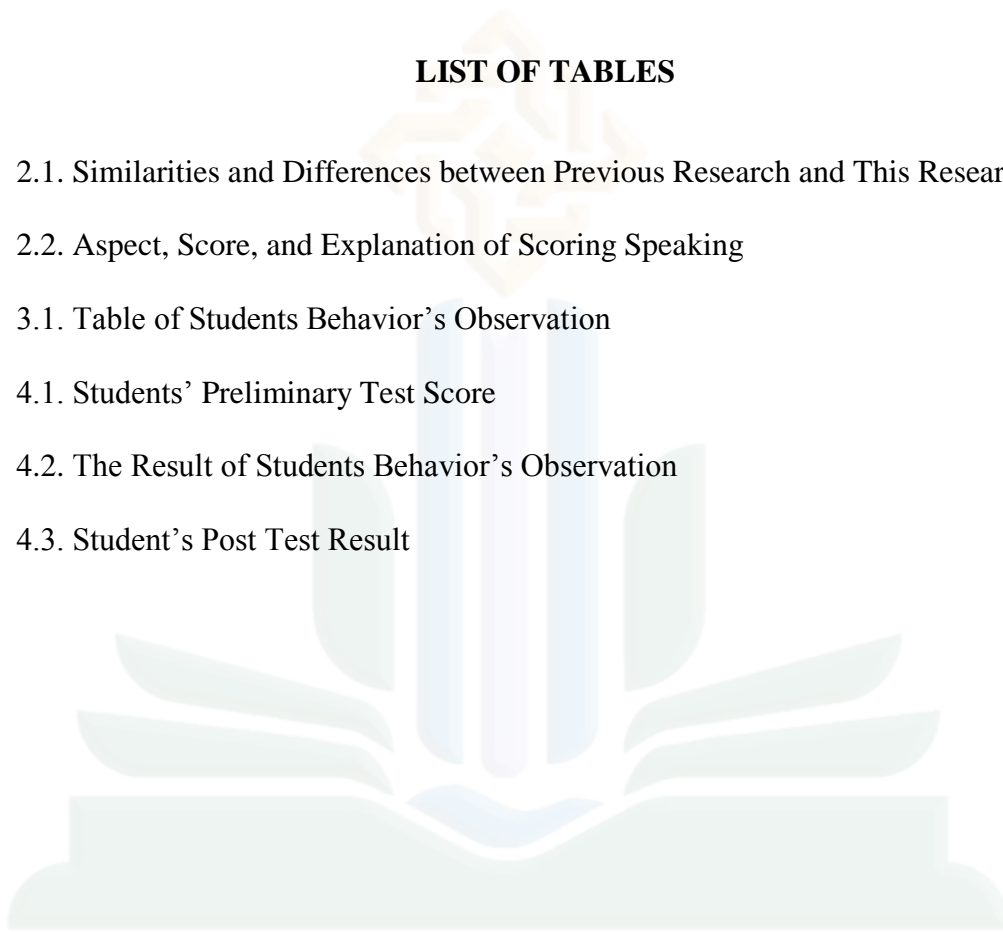


UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

LIST OF TABLES

- 2.1. Similarities and Differences between Previous Research and This Research
- 2.2. Aspect, Score, and Explanation of Scoring Speaking
- 3.1. Table of Students Behavior's Observation
- 4.1. Students' Preliminary Test Score
- 4.2. The Result of Students Behavior's Observation
- 4.3. Student's Post Test Result



UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

LIST OF PICTURE

- 2.1. Camera Icon
- 2.2. Camera Features and Recording Icon
- 2.3. Stop Recording Icon
- 2.4. Contents of Gallery
- 2.5. Share Icon
- 2.6. Search The Name of Teacher and Send to WhatsApp
- 3.1. Action Research Spiral from Kemmish and Mc. Taggart
- 3.2. Material of Recount Text

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

LIST OF APPENDICES

Appendix 1 Research Matrix

Appendix 2. Research License

Appendix 3. Research Complete Letter

Appendix 4. Research Journal

Appendix 5. English Teacher of SMAN 4 Jember's Lesson Plan

Appendix 6. Researcher's Lesson Plan

Appendix 7. Documentation of Students and Researcher Activities

Appendix 8. Bibliography

UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

CHAPTER I

INTRODUCTION

In this part of this section is the background of the research, research question, research objective, the significance of the research, and definition of the key term.

1.1. Background of The Research

Nowadays, the world is shocked by the epidemic of a disease caused by a virus is called corona or COVID-19 (coronavirus disease-19). Covid-19 is a new type of disease that began to spread on December 31, the year 2019 in Wuhan, China. Previously, it wasn't detected to affect a human being.¹ On March 24, the year 2020 the minister of education culture of the Republic of Indonesia, Nadiem Makarim issued curricular number 4 of 2020 that explains the learning process, which should be implemented at home through online learning. It means that the government suggests an institution's education to innovate the learning process. One of the innovations in online learning.² The government considers that online learning will be more effective than offline learning because in online classes students can do the learning process without attending the class.

¹Abdullah A. Balkhair, "COVID-19 Pandemic: a New Chapter in The History of Infection Disease" OMAN Medical Journal, Vol. 35, No. 2, (April 2020)

² Pendidkan, M. (n.d). Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Pendidikan dalam Masa Darurat Covid-19. 2020.

Language is an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society.³ Language is a set of rules enabling speakers to translate information from the outside world into sounds.⁴ One of the languages used by people over the world is English, and every human uses language to communicate and interact with one another in daily life. Nowadays, we live at a time where the ability to speak English fluently has become a must.⁵ Speaking is the basic skill that the students should process to be able to access other knowledge. Speaking is an oral skill that consists of producing systematic verbal utterances to convey meaning.⁶ Speaking is well known as the action of delivering information or expressing one's feelings orally. It should be meaningful, understandable, and communicatively as stated in the Holy Qur'an verse, on surah An-Nisa': 63 as follows:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ
وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا

“These are they of whom Allah knows what is in their heart: therefore turn aside from them and admonish them, and speak to them effectual words concerning themselves”.⁷

³ Taylor and Francis, “Understanding Fables in First and Second Languages”, NABE Journal, 1984.

⁴ Nanik Mariani, Fathul Mu'in. “An Introduction to Linguistics (Teaching and Learning Material)”. (Yogyakarta: PT. LKIS Aksara), 3.

⁵ Samira Al Hosni, “Speaking Difficulties Encountered by Young EFL Learners”, *International Journal on Studies in English Language and Literature (IJSELL)*, 6 (June, 2014), 22.

⁶ David Nunan, “*Practical English Language Teaching*” (Boston: Mc Graw Hill, 2003), 48.

⁷ Muhammad Taufiq, “*Software Quran in Word*”. Version 1.2.0 surah 055:3-4.

Based on the explanation above and from the formulation of a standard competency curriculum of English subjects for senior high school in Indonesia, students must be able to communicate verbally. Speaking is a basic skill that should be mastered by students. They should have the ability to speak English and practice it in the order they can communicate with others. However, speaking is also known as one of the language skills that are difficult to master by students.

Some factors can cause difficulties for students in learning speaking. Firstly, the most problem that is faced by the students is fear of making mistakes. This problem is at the high level of problem. Secondly, students have a lack of confidence and high anxiety of the students. Both of those problems are at a moderate level.⁸ From several factors that can hide students' activity in the class, the teacher should be more creative to make students more active in the class. The teacher can make some media to improve the ability of students and make them more interested to speak in the classroom.

Speaking class is focused on improving the oral production of the students. The teacher also has to pay more attention to several aspects in speaking because a speaker should think about the idea to express, many aspects should be considered such as vocabulary, grammar, and situation.⁹

⁸ Hanum Mufidah, "Factors Affecting the Speaking Difficulties of The Eleventh Grade Hotel Accommodation Students at SMK Negeri 6 Palembang", English Education Study Program Faculty of Tarbiyah Islamic State University Raden Fattah, 67.

⁹ Fitriawati, *Improving Students' Speaking Ability by Using Instructional Media for Advanced Learners*, English Department FBS Universitas Negeri Padang, 13.

There are five components of speaking skills considered with comprehension, grammar, vocabulary, pronunciation, and fluency.¹⁰ Whereas comprehension certainly requires to respond subject as well. Grammar is needed to arrange correct sentences in conversation. Vocabulary means the appropriate diction which is used in communication. Pronunciation is the way for students to produce clearer language when speaking, and fluency means the ability to speak easily, smoothly, and expressively.

In the pandemic condition of Corona Virus Disease (COVID-19) compulsory Indonesian curriculum has a limitation of time in the learning process. Because of that condition, the teacher must use media to improve the students' ability in learning English especially speaking English. In applying media, the teacher must more prepare many things, such as managing the material, making and preparing the media, and managing the classroom. The use of good media can help students and also teachers have more time to prepare. The video recorder is one of the media which can be used by the teacher to improve speaking ability. In the limited time, it can be used to consume the time shortly. The teacher can prepare the material before starting the class and students can prepare the result of that day material using a video recorder.

Video-recorder speaking task, which combines both face-to-face teaching and learning process and technology, is preferred because they

¹⁰ Azlina Kurniati, Eliwarti, Novitri. "A Study on Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", English Study Program Language and Arts Department Faculty of Teacher Training and Education, Riau University, 5.

address the aforementioned problems in speaking classroom in the EFL context especially the limited amount of practice and students' anxiety.¹¹ To improve the material given by the teacher to the students during limitation time in the pandemic of covid-19, the teacher can utilize a video recorder to show the ability of their students. With video recording they can practice and use English as much as they can, the students can repeat the pronunciation which is very difficult for them. They can make mistakes without having embarrassment means students can make mistakes and nobody laughs at them so students feel comfortable at practice their speaking.¹²

There are previous research related to the teaching and learning process by using a video recorder which can be guided to conduct the new one to be different from the previous research to avoid plagiarism.

The research result conducted by Donna Mitchell and Jo-Anne Reid¹³ showed that through the use of digital recordings of themselves, students can see themselves doing, saying, and relating as a teacher. They are also able to reflect on their involvement in the act of teaching and those of their peers, to learn through their engagement in practice. Meanwhile, research results conducted by Ikramah¹⁴ showed that video recording leads

¹¹ Siti Nurul Azkiyah, Rahmi Rahayu, "Examining The Role of Video-Recorded Speaking Task in Enhancing Students' Oral Productive Skill", *Indonesian Journal of English Education*, 5 (2, 2018), 206.

¹² Agung Wicaksono, "Using Video Recording to Improve Students' Speaking Ability", *Advances in Social Education and Humanities Research*, 23.

¹³ Mitchell, Donna, and Jo-Anne Reid. "Re-viewing Practice: The Use of Video Recordings in Learning to Teach." *Fusion Journal*, no. 8, 2016.

¹⁴ Ikramah, "The Effect of Video Recording on Students' Speaking Ability", Department of English Education, Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University, 2017.

students' be self-critical because they can evaluate their mistakes by themselves. Those research is related to the use of video recorders in teaching and also to see the speaking ability of the students.

Based on the observation that was conducted at SMAN 4 Jember in one meeting, many students of SMAN 4 Jember were not confident to speak in front of a class, it happened because they were afraid of making mistakes and afraid of not being able to speak in front of the class. They like more to use media in the learning process, especially speaking

The use of a video recorder to show the students speaking ability is very helpful for students. Before practicing speaking, students can prepare and comprehend the material, try to use accurate pronunciation while speaking, choose good language features and also the vocabulary. Those ways can solve many factors that can cause difficulties in the learning process especially in speaking. Based on the problem above the researcher is interested in researching by the title "Using Video Recorder to Improve Students' Speaking Ability in Retelling Story at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year".

1.2. Research Questions

Based on the background of the research above, the research questions are:

1. How is the implementation of the video recorder to improve the ability of students' speak in retelling stories at 10th-grade students of SMAN 4 Jember?

2. How can video recorder improve the ability of students' speak in retelling stories at 10th-grade students of SMAN 4 Jember?

1.3. Research Objective

This research aims to:

1. To describe the implementation of the video recorder to improve ability of students' to speak in retelling story at 10th-grade students of SMAN 4 Jember.
2. To know the video recorder can improve the ability of students' speak in retelling stories at 10th-grade students of SMAN 4 Jember.

1.4. The Significance of The Research

This research is expected to give contributions to the language teaching-learning process as follows:

1. Theoretically

The result of this research will be hopefully helpful to contribute ideas or the concept related to video recorder to improve students' speaking ability in retelling stories.

2. Practically

a. For teacher

The English teacher can improve the teaching process by choosing a video recorder and expecting it to be useful for English teachers as one of an alternative way to evaluate the speaking ability of the students in the limitation of time during pandemic covid-19

that require Indonesian education curriculum has a limitation of time in the learning process.

b. For students

Through video recorder, students will prepare more of how to speak and what vocabulary will be used by them in retelling stories. They can practice as well as possible without being shy with their classmate.

c. For researcher

The researcher will get much experience that can be used to improve speaking ability in retelling stories and help to teach speaking.

1.5. Definition of Key Term

The researcher wants to clarify and explain the term used to avoid misunderstanding of terms that will be used in this research. The researcher will define as follows:

1. Video recorder

A video recorder is a smartphone feature used by students to show their speaking performance. A video recorder is a device for recording and playing back videotapes.¹⁵ From video recorders, students can evaluate their mistakes from watching the result of their recording video and correct their performance before they submit their final video to their teacher.

¹⁵ Merriam Webster Dictionary

2. Learning Media

Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient.¹⁶ Media has a story positive and changes the student's behavior to be creative and dynamic.¹⁷

So that learning materials more quickly accepted students intact as well as attract students to learn more. Decided to take use media in learning is a good way, most every student like to use media in their learning activity.

3. Improve

Improve is the way to make something better than before. Based on Oxford Dictionary fourth edition improve is become or make something better.¹⁸ The definition of the word improve is means the process to make better in quality or make more products to become better.

4. Students' speaking ability

Students' speaking ability means the ability possessed by students (people who study at school) in terms of pronouncing the articulation, expressing thoughts, ideas, also feelings. To be a good speaker, the content of speaking should be understood by another speaker. Being able to speak clearly and succinctly, to effectively inform and persuade others is also

¹⁶ Yanuari Dwi Puspitarini, and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School". *Anatolian Journal of Education*. Vol. 4 No.2. 2019

¹⁷ Ismail Irwan, "The Effectiveness of Retelling Story to Improve Students' Vocabulary at Eight Year of SMPN 8 Palopo". English Study Program of Tarbiyah Department The State College for Islam Studies (STAIN) Palopo. 2014

¹⁸ *Oxford Learner's Pocket Dictionary*. Oxford: Oxford Press.

necessary.¹⁹ A student's speaking ability is skill at doing express the meaning of something by a person who studies at school.

5. Retelling Story

Retelling a story is one activity that students tell about the story which has been read by them. Retelling is a strategy that is used to determine how well a student has comprehended a specific story.²⁰ Before students retell the story, they should understand every important part, and remember it. In this research, the researcher will use recount text with the title Cinderella to know the development of students' speaking skills after using video recorder media in retelling story.

6. The Rules of Speaking in Retelling Story

A great retelling story has rules that likely pay attention to headings and build several reading layers to understand the content of the story, after doing those rules, students can make patterns of the course of the story to facilitate ways of retelling the story become easier. By using the retelling story in speaking, they can discover their mistakes in grammar, vocabulary, and pronunciation so they are forced to learn it in speaking.²¹

¹⁹ Docan-Morgan and Nelson, "*The Benefits and Necessity of Public Speaking Education*". 2019.

²⁰ Jenings, Caldwell, and Lerner, "*Strategies For Students*". 2014

²¹ Darwisyah Irwan D, "The Effect of Retelling Story Towards Students' Speaking Ability". *Englih Education : Jurnal Tadris Bahasa Inggris*. Vol. 9 (1), 2016.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the previous studies and theoretical review. The theoretical review includes video recorder (definition, how to use, and the surplus of video recorder), improve speaking ability (definition, component, criteria, and scoring of speaking), retelling story (definition and technique of retelling story).

2.1. Previous of Research

Several previous kinds of research are conducted and related to this research, those are:

1. The first thesis is written by Luthfia Hanum entitled “Improving English Speaking Skill Through Introductory English Video”.²² The research was about Introductory English videos which can improve students’ speaking skills. The result is learning speaking skills using an introductory English video can create a more interesting English teaching-learning process and it helps students to improve their motivation and mastery in learning English especially on speaking skills. It is proven by the result of the pre-test and the post-test.

The similarity between this thesis and the thesis above is the researcher aims to improve students’ speaking ability. However, the

²² Hanum, Luthfia, “*Improving English Speaking Skill Through Introductory English Video*” Department of English Education, Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University, 2018.

difference between the research is the previous research used introductory English video to improve students' speaking skills, then for this thesis researcher use a video recorder in retelling stories to improve students' speaking ability.

2. The second thesis by Ikramah entitled "The Effect of Video Recording on Students' Speaking Ability".²³ The research employed quantitative research which is based on the traditional scientific method. The purpose of the study was about understanding the effect of using video recording on students' speaking ability. The result of this thesis is video recording give a positive effect on students' speaking ability, it can be seen by the improvement in the scores of the students. Video recording leads the students' be self-critical because they can evaluate their mistakes by their selves.

The similarity between this thesis and the thesis above is the researcher aims to use a video recorder in the speaking ability of students. The differences between this research and Ikramah's are the methodology, this research will use Classroom Action Research (CAR), than Ikramah's used quantitative. Then, this thesis will use the video recorder to improve students' speaking ability, then Ikramah's want to know how was the effect of video recording on students' speaking ability.

²³ Ikramah, "*The Effect of Video Recording on Students' Speaking Ability*", Department of English Education, Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University, 2017.

3. The third thesis was written by Rezeki Ikramuddin with the title “Using Story Telling Technique to Improve Speaking Ability”.²⁴ the research employed Class Action Research (CAR), and the purpose of the study was expected to improve students’ speaking ability through applying the storytelling method. Based on data analysis, the researcher found that storytelling techniques can improve students, skills in speaking, it can be seen by the pre-test and the post-test. Also, there is a significant difference in achievement between the students who were taught by using storytelling technique and students who were taught without storytelling technique. The data also showed that students felt the storytelling technique could help them in speaking.

The similarity of this thesis and the thesis above is the researcher aims to use Class Action Research (CAR) for the research methodology. However, the difference is Rezeki Ikramuddin’s thesis was used face to face technique or the research done in the classroom, but for this research, the researcher will use a video recorder for media to record the result of students’ speaking.

4. The last thesis was written by Nicolas A Gromik entitled “Investigation of The Cell Phone Video Recording Feature by Japanese Undergraduate EFL Learners”²⁵ the result of the study is that cell phone video recording was a suitable tool to enhance students’ English speaking abilities, it can

²⁴ Rezeki Ikramuddin, “*Using Story Telling Technique to Improve Speaking Ability*”, English Education Department , Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University, 2017.

²⁵ Nicolas a Gromik, “*Investigation of Cell Phone Video Recording Feature by Japanese EFL Learnes*”, James Cook University. 2013.

be seen from the opinion of the students. The similarity of this thesis and Nicolas A Gromik's thesis is aimed to use video recording to improve students' speaking ability, then for the differences of this research and Nicolas A Gromik's research is the target, Nicholas A Gromik used Japanese undergraduate EFL students, then in this research the researcher will use the high school students.

5. The first journal was written by Berlinda Mandasari and Dyah Aminatun entitled "Uncovering Students' Attitude Toward Vlogging Activities in Improving Students' Speaking Ability".²⁶ The result of this study revealed that vlog helps students to understand the material, improve students' learning achievement, motivation, creativity, and engagement, provide interesting learning activities, efficient learning, effective learning, and lead students to be confident, independent, and critical. The similarities between this thesis and the journal of Berlinda Mandasari's and Dyah Aminatun's is both researchers aims to improve speaking using camera features, then for the differences in the journal researcher used camera features to uncover students' attitude while vlogging, in this research, the researcher used camera features as media in improving students' speaking ability in retelling story.

6. The second journal was written by Rosevinda Nabila Putri and Bitu Dwi Rahmani entitled "Students Perception on Using Video Recording to

²⁶ Berlinda Mandasari and Dyah Aminatun, "Uncovering Students' Attitude Toward Vlogging Activities in Improving Students' Speaking Ability". *Journal of English Education and Applied Linguistics*. Vol. 8, No. 2, October 2019.

Improve Their Speaking Accuracy and Fluency”.²⁷ Which is the result of the study is students show a good perception of the use of video recording in speaking classes. they state video recording is an interesting thing that can be used to their speaking skills. The difference between the journal and this thesis is the journal used a video recorder as media to know the students’ perception to improve their speaking accuracy and fluency, then in this research researcher used a video recorder to improve students’ speaking ability in retelling story. then for the similarity between this thesis and also the journal that was written by Rosevinda Nabila Putri and Bitu Dwi Rahmani is for the use of video recording to improve students’ speaking.

Table 2.1
Similarities and Differences between
Previous Research and This Research

No.	Researcher’s Name, Title, Year.	Using Video Recorder to Improve Students’ Speaking Ability in Retelling Story at 10 th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year.	
		Similarities	Differences
1	Luthfia Hanum. Improving English Speaking Skill Through Introductory English Video. 2018.	Both researchers aim to improve students’ speaking ability.	The previous research used introductory English videos to improve students’ speaking skills than for this thesis researcher use a video recorder

²⁷Rosevinda Nabila Putri and Bitu Dwi Rahmani, “Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency”. *UHAMKA International Conference on ELT and CALL (UICELL)*. November 2019

			in retelling stories to improve students' speaking ability.
2	Ikramah. The Effect of Video Recording on Students' Speaking Ability. 2017.	Both researchers aim to use video recording in the speaking ability of students.	The previous research use the quantitative method, and the focus is want to know how was the effect of the video recorder in students' speaking ability. Then, for this research, the researcher will use Classroom Action Research (CAR), and the focus is by using video recording to improve students' speaking ability.
3	Rezeki Ikramuddin. Using Story Telling Technique to Improve Speaking Ability. 2017.	Both researchers aim to use Class Action Research (CAR) for the research methodology.	In the previous research, the result of speaking was implemented in the classroom. For this research, the researcher will know the result of speaking by video recorder that recorded by students by

			video recorder features in their smartphone.
4	Nicolas A Gromit. Investigation of The Cell Phone Video recording Feature by Japanese Undergraduate EFL Learners. 2013.	Both researchers aim to use video recording to improve students' speaking ability.	The difference between the previous research and this research is the target, the previous research was used Japanese undergraduate EFL students, in this research the researcher will use high school students for the target of research.
5	Berlinda Mandasari and Dyah Aminatun. Uncovering Students' Attitude Toward Vlogging Activities in Improving Students' Speaking Ability. 2019	Both researchers aim to improve speaking using camera features.	in the journal researcher used camera features to uncover students' attitudes while vlogging, then in this research, the researcher used camera features as media in improving students' speaking ability in retelling story.
6	Rosevinda Nabila Putri and Bitu Dwi Rahmani. entitled "Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency. 2019.	Both researchers use video recording to improve students' speaking.	The journal used a video recorder as media to know the students' perception to improve their speaking accuracy and

		fluency, then in this research researcher used a video recorder to improve students' speaking ability in retelling story.
--	--	---

2.2. Theoretical Review

1. English Teaching Learning

a. Definition of English Teaching Learning

English teaching, like many other professions and disciplines, almost overwhelmed by acronyms and initial. We used EAP (English for Academic Purposes) to describe courses and materials designed specifically to help people who want to use their English in the academic context. ²⁸English teaching-learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as a transitory visitor in a target language country²⁹ in teaching English as a foreign language, the teacher should be able to manage the classroom well. The teacher

²⁸ Jeremy Harmer, *The Practice of English Language Teaching* "four edition. 2018.

²⁹ Jeremy Harmer, *How to Teach Writing*". (Pearson Educational Limited, 2004)

should be creative and manage the classroom with interesting likely show or help students to learn how to do something, providing with language, and causing them to know or understand.³⁰ it means a teacher should make students comfortable to do the learning process, especially in English learning.

b. The Principles of English Teaching Learning

1) Support and understand your students' learning style

Students come from different cultures, educational backgrounds, different personalities, and learning methods. Each student is different from the other. When teaching English as a second language is important that teachers know their students. In particular, they need to know things like students' current skill level, the way how they learn, their strengths and weakness, and what challenges them. All of this is important for preparing materials, lesson plans, activities, and projects that will cater to a wide range of learning methods.

2) Immerse students in an English speaking environment

The best way to help students pick up English is by creating an English-speaking environment. This can make a big difference in helping your students improve their listening and speaking skills. Immersing your students in an English-speaking environment helps expose you to the different English

³⁰ H. Douglas Brown, *“Teaching Principle of Language and Teaching”*. (San Francisco, Practice Hall Regents, 1994).

expressions, words, sentences, accents, and ideas. That will help them quickly become familiar with how English is used in the real world.

3) Make sure they know the rules

Strengthening your students' English language skills starts by practicing. However, it is also important that they know the rules as well. A lot of students who try learning only focus on improving their vocabulary and pronunciation. Both of these are important. However, the words themselves are only one part of being understood. Besides that, good grammar and sentence structure are just important, which is why you should focus on giving your students a strong understanding of grammar and other principles.

4) Monitor and assess students' language development

Language growth and improvement in students should be assessed and monitored consistently to track their progress and figure out where they might be struggling. That can mean sitting down with them and asking what they find difficult, how confident they feel, testing their skills, giving constructive feedback on their proficiency.³¹

³¹ H. Douglas Brown, *"Principles of Language Teaching and Learning"*. (New Jersey: Prentice Hall, 1980)

2. Speaking Ability

a. Definition of Speaking

Speaking is a kind of productive skill. Longman said that speaking is defined as being able to talk in a particular language.³²

Speaking is an ability of a person to express their ideas, feelings, or something in their minds to others. According to Richard and Renandya, learners study English to develop their language ability in speaking. Speaking is used for various purposes that are to express an opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.³³ According to Brindley (1994) speaking is an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language inappropriate context, and interact with other speakers fluently.³⁴ Speaking is the ability to pronounce the articulation to express thoughts, ideas, and feelings.³⁵ ability based on Oxford Dictionary is the talent or the level of skill at doing something.

The intention of speaking is often that students should be able to express themselves in the target language; to cope with basic interactive skills like exchanging greetings, thanks, and apologies;

³² Longman, *“Longman Active Study Dictionay”* (London: Pearson Education, 1998). 414

³³ Jack C. Richard, *Methodology in Language Teaching : “An Anthology of Current Practice”* (Cambridge: Cambridge University Press, 2002). 201

³⁴ Rahmawati, “Improving English Speaking Ability Using The Team-Games-Tournament Technique”, *English Education Journal (EEJ)*, 8(1), 4.

³⁵ Suparwoto Sapto Wahono, “The Role of English Lectures in Developing Students’ Attitude”, *Jurnal Turats*. Vol 10. P.103

and to express their need, request information, service, etc.³⁶ It means that students should master language components, if they can master the language components they will not have difficulties expressing their ideas, thoughts, and feelings. The ability to speak confidently and fluently is something that students will develop during their time at school.

b. Component of Speaking

There are three components in speaking,³⁷ those are :

1) The Speakers.

Speakers are people who produce the sound. They are useful as a tool to express opinions or feelings to the hearer. So, if there are no speakers, the opinion, or the feelings won't be started.

2) The Listeners

Listeners are people who receive or get the speaker's opinion or feelings. If there is no listener, speakers will express their opinion by writing.

3) The Utterances.

The utterances are words or sentences, which are produced by the speakers to state their opinion. If there is no utterance, both of speaker and the listeners will use a sign.

³⁶ Gillian Brown and George Yule. *Teaching the Spoken Language: "An Approach Based on The Analysis of Conversational English"* (Cambridge: Cambridge University Press, 1983). 27

³⁷ Azlina Kurniati, Elwirati, Novitri., "A study on Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru". English study Program Language and Arts Department Faculty of Teachers Training Education Riau university. 5.

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

1) Comprehension.

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

2) Grammar.

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

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 in both oral and written form. Having limited vocabulary is also the barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It can be concluded that without mastering vocabulary sufficiently, English learners will not be able to speak English or write English properly.

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 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 suprasegmental features.

From the statement above, the researcher concluded that pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role to make the process of communication easy to understand.

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 “um” or “ers”.

These signs indicate that the speakers do not have spent a lot of time searching for the language items needed to express the message.

c. Criteria of Speaking

Based on International English Language Testing System (IELTS) the examiner assesses the speaking's skills-based the criteria below:³⁸

1) Fluency and Coherence.

This criterion examines how fluently students can speak at length, students' ability to talk without pause or hesitation, and without any self-correction. It also assesses the efficient use of cohesive devices like pronouns, connectors, conjunctions, and more. Students must speak in an accent and language that is easily understood by the examiner.

2) Lexical Resources.

In this criterion, the examiner determines whether students use a wide range of vocabulary or not, try to convey the meaning in different words, and useless common vocabulary. The usage of collocations and paraphrasing at the proper place is also taken into consideration.

³⁸ IELTS Speaking Band Score Calculation, 2021

3) Grammatical Range and Accuracy.

It includes of formation of sentences i.e. sentence structures and proper application of grammar are determined. The structures must be set so accurately that their use sounds natural and appropriate while students talk.

4) Pronunciation.

Students' ability to use intonation (i.e. rise and fall the voice while speaking) and the way students pronounce any word is taken into account. Students' accents must be such that is clearly understood by the examiner.

d. Scoring of Speaking.

Scoring of speaking is needed to measure students' performance in speaking activities.³⁹ There are five components of speaking to be scored. Those are:

Table 2.2
Aspect, Score, and Explanation of Scoring Speaking

Aspect	score	explanation
Pronunciation	1	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
	2	an accent is intelligible though often quite faulty.

³⁹ Inggit Rositasari. "The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story". English Language Education, Department of language and Arts, Sanata Dharma University. Yogyakarta. 31.

	3	errors never interfere with understanding and rarely disturb the native speaker. An accent may be foreign.
	4	errors in pronunciation are quite rare.
	5	There are almost no errors in pronunciation at all
Grammar	1	grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
	2	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	able to use the language accurately on all levels normally pertinent to professional needs. grammar errors are quite rare.
	5	Almost equivalent to the original native speaker
Vocabulary	1	speaking vocabulary inadequate to express anything but the most

		elementary needs.
	2	has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	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.
	4	can understand and participate in any conversation within the range of their experience with a fair degree of precision of vocabulary.
	5	Can understand and participate in any conversation within their reach with a large degree of vocabulary precision
Fluency	1	no specific fluency description. Refer to the other four language areas for the implied level of fluency.
	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.
	3	can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.

	4	able to use the language fluently
	5	Able to use the language fluently with a high-level fluency.
Comprehension	1	within the scope of their very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
	2	can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
	3	comprehension is quite complete at a normal rate of speech.
	4	can understand any conversation within the range of their experience.
	5	can understand any conversation within the range of their experience with their reason.

3. Phonological Process

a. Definition of Phonological Process

Phonology is a study of sound systems and their processes involving the way on how to pronounce words. Phonology is also known as a speech sound that is produced by a human organ of speech when they are speaking. It concerns the sound structure on the sound structures in human language. The phonological process is a process where one sound is changed when it is placed next to another sound

or it is placed in a certain position.⁴⁰ in this thesis researcher used phonetics and phonemics to support the pronunciation criterion of students while speaking.

b. Phonetic and Phonemic

Phonetic transcriptions deal with phones or sounds, which can occur across different languages and speaker of these languages all over the world, phonetic transcription provide more details on how the actual sounds are pronounced. Phonemic transcription deal with phonemes which can change the meaning of words in which they are contained if replaced, and phonemic transcription represent how people interpret such sounds.

4. Video Recorder

a. Definition of Video Recorder

Teachers can use video to help students become better at speaking in English. By recording students' speaking performance, they will have opportunities to view, play and replay the recording many times so that they could learn from their mistakes.⁴¹

The video recorder is a kind of digital video recorder, whereas according to J.S. Crunch, D.G. Martz, and N.J. Cook⁴², digital video

⁴⁰ Novita Chandra Dewi, "The Phonological Process of Metathesis Words in Indonesia Slang Language Used by Jabodetabek Teenagers". Diponegoro University, 2016.

⁴¹ Ikramah, "The Effect of Video Recording on Students' Speaking Ability", Department of English Education, Faculty of Tarbiyah and Teacher Training Ar-Raniry State Iclamic University, 2017.

⁴² J.S. Chruch, D.G. Martz, N.J. Cook, "The Use of Digital Video Recorders (DVRs) for Capturing Digital Video Files for Use in Both The Observer and Enthovision", *Behavior Research Method*, 2006, 38 (3), 434.

recorders can record a video input stream from a variety of sources (WebCam, capture card, video camera, or television broadcast). By recording the video data and storing the data on the hard drive. the definition of the video recorder is a recording of both the visual and audible components.

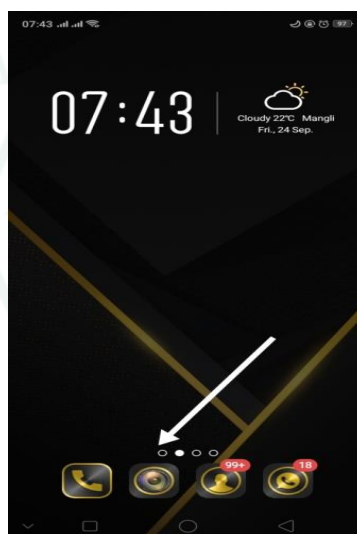
b. How to Use Video Recorder

Recently, many people used smartphones in their daily activity, especially teenagers, because the smartphone is primary needs more in their school. Based on that way, researchers use video recorder features to become media for improving their speaking ability. Here are the ways how to use a video recorder on the smartphone:

1) How to start

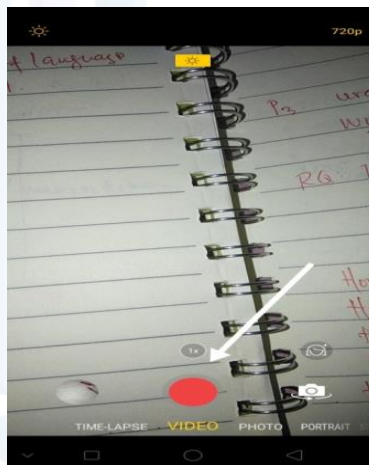
Easily to start recording the video, students should be looking for a camera icon that is most visible on the smartphone background than click the icon.

Picture 2.1
Camera Icon



After clicking the icon, students will find camera features and they can record the video by clicking the recording icon at the bottom of the camera features.

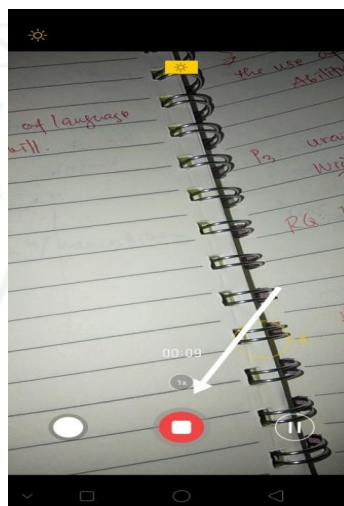
Picture 2.2
Camera Features and Recording Icon



2) How to stop

When students think it is enough to take the best performance video, they can tap the stop icon to stop recording the video.

Picture 2.3
Stop Recording Icon

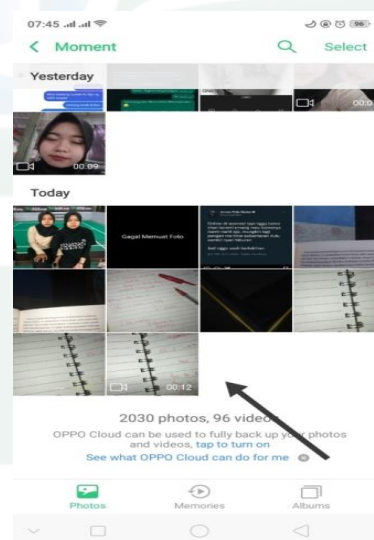


The way how to start and how to finish can be repeated until students reach the most satisfying result of the video.

3) How to save

The video that has been recorded will be saved automatically in the gallery of a smartphone. Students can check the result of the video by viewing the contents of the gallery and playing the video.

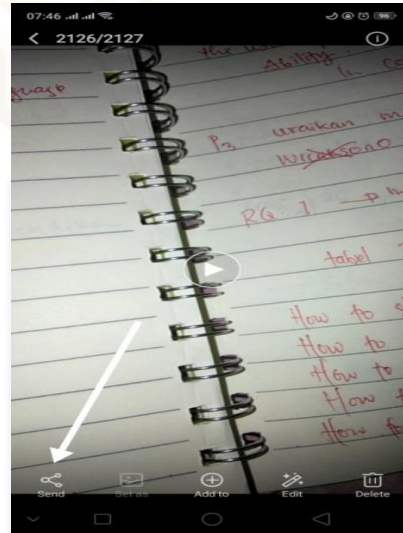
Picture 2.4
Contents of Gallery



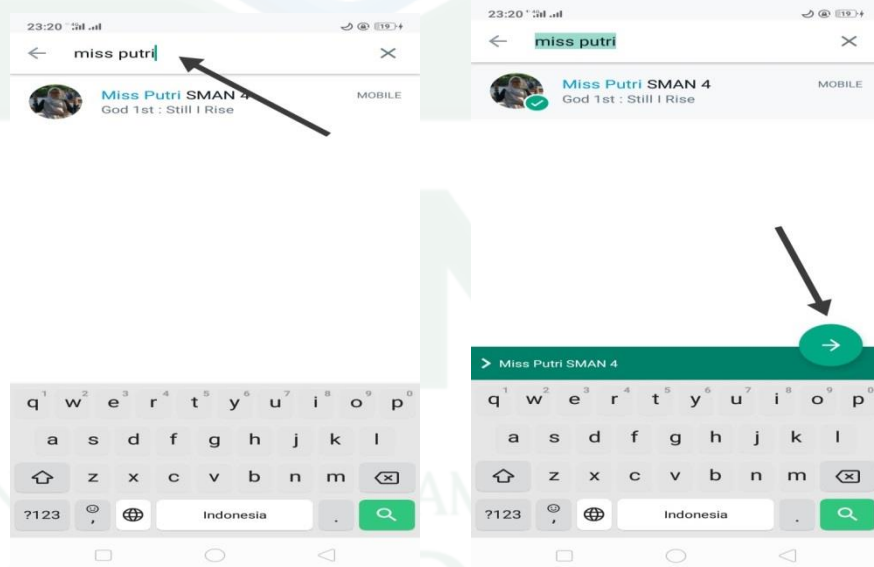
4) How to send

After students get the best video, they can send it to the teacher by WhatsApp. The way to send, students can tap the share icon to WhatsApp, search the name of the teacher and send it.

Picture 2.5
Share Icon



Picture 2.6
Search The Name of Teacher and Send to WhatsApp



c. The Advantages of Video Recorder in Teaching Speaking

The video recorder is media that can help students easier to do the learning activity. Besides that, a video recorder is also included in one of the features that are easy to find on every smartphone that

students certainly have. Meanwhile, this media can help the teacher to improve the teaching of speaking.

5. Retelling Story

a. Definition of Retelling Story

Retelling is a procedure that enables students to play a large role in reconstructing stories, then students tell what they remember from what they have read or listened to. Retellings provide a large amount of data for the researcher to insight into students' comprehension process. The researcher also provides an opportunity for the students to present their ideas. Retelling is post-reading or post-listening recalls in which readers or listeners tell what they remember.⁴³

Gail E. Tompkins says a retelling story is an instructional tool as well as an assessment technique.⁴⁴ Amato and Ziegler said that retelling stories are another active procedure that may aid comprehension, the concept of story structure, and oral language.⁴⁵

⁴³ Darwisyah Irwan D. "The Effect of Retelling Story Towards Students' Speaking Ability", *English Education: Jurnal Tadris Bahasa Inggris*, 9(1). 16.

⁴⁴ Umi Hani Handayani. "Retelling Story Through Picture Series to Improve Students' Speaking Skill". English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin. Banten. 9.

⁴⁵ Andrew Wright. *Pictures of Language Learning* (New York: Cambridge University Press, 1989),22.

b. Technique for Retelling Story

There are two techniques in retelling a story, there are:⁴⁶

1) Retelling A Story from Aural Stimulus.

Students listen to a short passage or story, and then the teacher asks them to retell or summarize the passage. Nowadays in the digital era, the aural stimulus can be in the form of audio or video like digital storytelling.

2) Retelling A Story from Written Stimulus.

Students read a passage for themselves and the teacher asks to retell the story in their own words immediately afterward. There is no fixed time to limit the reading stage, but students are not allowed to refer back to the written text once students start retelling the story.

c. Elements of Good Retelling Story's Performance

Practicing storytelling in front of the class is not easy, many problems happen because the storyteller is confused, or the listener did not catch the point of the story. Seven points can help the storyteller make the story interesting and easy to follow.⁴⁷ This is a brief explanation of each point:

⁴⁶ Inggit Rositasari. "The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story". English Language Education, Department of language and Arts, Sanata Dharma University. Yogyakarta. 28.

⁴⁷ Inggit Rositasari. "The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story". English Language Education, Department of language and Arts, Sanata Dharma University. Yogyakarta. 29.

1) Quick Beginning.

A quick beginning will grab the listeners' attention. Students can avoid lengthy, obscurer beginnings to attract other students' attention. Other students enjoy hearing stories that get on with the action, not those which just meander along. The beginning is often the most difficult part of the storytelling because a storyteller needs to make sure that the beginning is clear and confidently told.

2) Straightforward Action.

The action needs to be direct, flowing easily and simply from one event to the next. Students need to avoid stories with too many subplots and digressions.

3) Definite Climax.

The plot should have a definite climax. This is something that listeners expect from a story. The plot needs to be leading somewhere and building up to the climax. It can be heightened by the storyteller's skills and the innate power of the story.

4) Limited Number of Characters.

Looking for stories in which the number of characters is limited to about three or four. Many folktales have a limited number of characters and are ideal for beginners.

5) Repetitive Patterns.

Stories which have repetitive patterns are easy to tell. Repetitive patterns provide a linchpin for the events in the story, as well as an opportunity for audience participation. The recurring phrases or events also act as aids for understanding and memory, for both storyteller and listeners.

6) Satisfying Conclusion.

A satisfying conclusion is most appreciated by the listeners, who like to see justice prevailing and wrongdoers receiving their just dessert, they do not favor stories that leave the problem unresolved. With some stories, the listeners may need time to assimilate the ending. It is important for the storyteller to allow a few minutes for this to happen and not to be disappointed if there is no reaction at the end of the retelling story's performance.

7) Different Version.

Trying to present something different is good. Students can try to find a different version of the same story to find the version with what the most comfortable. The storyteller's ability try to embellish and interpret the story to give color and give color and life such stories.

8) Aims of Retelling A Story.

Retelling a story activity helps students' exercise their imaginations. It is very important for the students in developing higher-level thinking skills. Through imagination, students can engage in problem-solving and perhaps come to terms with reality (Mallan, 1991, p. 10). Britton says: "story is close to students' experience and it will strengthen and confirm the students' view of the worlds". By knowing the students' views, the other students or listeners try to understand others' experiences. Another positive effect of doing this activity is students engage with the social function of storytelling. They learn to listen, participate and understand the story. Those skills are important in assisting students with the mechanics of reading and writing. Retelling story helps students to write and read because it gives students frameworks or schema for understanding the text. When students tell stories, they become aware of the power of their words.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research methodology covering research design, research setting, population and sample, subject of the research, the technique of collecting data, the procedure of classroom action research, the technique of collecting data, and the criteria of the action success.

3.1. Research Design.

The research on the use of video recorders to improve students' speaking ability in retelling stories at 10th-grade students of SMAN 4 Jember will be an action research study. It is to find the solution to the problem.

This research is implemented in the form of Classroom Action Research (CAR). Arikunto(2011)⁴⁸ argue that classroom action research consists of three words that can be understood as follows understanding:

1. Research.

Research means to examine the activities of an object and use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that is interesting and important for the researcher.

2. Action.

Action means moment activities that are deliberately made with a specific purpose, which in this study forms a series of cycle activities.

⁴⁸ Suharismi Arikunto. “*Prosedure Penelitian*”. (Jakarta: Rineka Cipta), 91

3. Class.

Class is a group of students who are in the same place to receive the same lesson from a teacher.

According to Burns (1999)⁴⁹, action research is the application of fact-finding to practical problem-solving in a social situation to improve the quality of the action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen. Inherent in these statements is a critical dimension that involves reflecting on the social structures and orders which surround classrooms.

In this research, the researcher applied the Classroom Action Research (CAR) based on those definitions above. That's the conclusion of Classroom Action Research is work, apply, and activities of fact-finding to practical problem-solving in a social situation to improve the quality of the action, and to analyze the effect of the treatment. Also, four steps are usually used in Classroom Action Research, those are planning, acting, observing, and reflecting.

3.2. Research Setting.

1. Setting of Place

The research was conducted at SMAN 4 which is located in Hayam Wuruk street No 145, Krajan Sempusari village, Kaliwates district, Jember city. The researcher choose SMAN 4 Jember because in that school the students still had many problems improving their

⁴⁹ Anne Burns, *Collaboartive Action Research for English Language Teachers*, (United Kingdom : Cambridge University, 1999), p, 30

speaking ability. The headmaster and English teacher of SMAN 4 Jember allowed the researcher to conduct this research. Second, this school implemented online learning that has a limitation of time to do the learning process. Thus, the researcher wants to describe the improvement of students' speaking ability in retelling story at SMAN 4 Jember and to know that video recorder can improve students' speaking ability in SMAN 4 Jember.

2. Setting of Time

This research is conducted classroom action research in the second semester of the academic year 2020/2021.

3.3. Population and Sample

1. Population

The population is events that conform to specific criteria. The population of this research is conducted to students of SMAN 4 Jember in the academic year 2020/2021.

2. Sample

The sample is the group of individuals who participate in this research. In this research, the researcher used purposive sampling because the research focuses on 10th-grade students of SMAN 4 Jember who has a problem in speaking skill, also based on the English teacher's suggestion.

3.4. The subject of The Research

The research subject was 10th-grade students of SMAN 4 Jember in the academic year 2020/2021.

3.5. The Technique of Collecting Data

To get the result of the research, the researcher applied qualitative and quantitative data:

1. Interview

The interview is a researcher's process to ask the information about students' difficulties and students' condition at speaking ability to English teacher. The interview will be conducted to obtain information on the implementation of the video recorder in improving the speaking ability of the students when they were retelling the story. Also, the researcher give some questions to a few of the 10th-grade students of SMAN Jember to make sure that the problem faced by students in the teaching and learning process. The questions were about students' perception using video recorder as media in improving their speaking ability while retelling the story and to obtain how convenient they are when using video recorder as media in improving their speaking ability while retelling story.

2. Observation

Observation is gathering data about the implementation of the strategy. A researcher will be conducted to get information of video recorder in improving speaking ability's students in retelling story at 10th-grade students of SMAN 4 Jember. The researcher applied the observation in the pre-research, every research in cycle 1 and cycle 2, also in the post-research. To gather data of observation researcher need to know the interest of students in using video recorder as media, students,

enthusiasm in speaking while using a video recorder, the effort of students while trying to speak fluently, and students' understanding the way how to retell the story.

3. Document Review

A researcher will be conducted to obtain the data about the implementation of the video recorder in improving students' speaking ability in retelling stories. In this research, the researcher obtained data from the lesson plan and scoring rubric of 10th-grade students of SMAN 4 Jember to know the material that did by 10th-grade students at SMAN 4 Jember and to know the ability, minimum and maximum achievement of students in speaking English from the scoring rubric.

4. Test

There are two tests in this research, which are Pre-Test and Post-Test. The test was carried out to know-how was the result of students' scores before and after implementing a video recorder as media to improve students' speaking ability in retelling story. The researcher applied the test to get the data from the implementation of a video recorder in improving speaking ability when retelling a story.

3.6. The Procedure of Classroom Action Research.

As the previous explanation above, classroom action research has several procedures, those are planning, action, observing, and reflecting. Here, the researcher applied the classroom action research adopted by Kemmish and Mc. Taggart.

Picture 3.1
Action Research Spiral from Kemmish and Mc. Taggart



Four stages consist of a cycle that is adopted from Mc. Taggart and Kemmish are:

1. Planning

First, the researcher prepared and made a lesson plan for every meeting. The topic discussed was retelling the story. The next is planning of action research, here the researcher had been prepared: (1) Lesson Plan (RPP) (2) material which was suitable with a topic discussion about (retelling story in the context of recount text) (3) the task for the students (4) sheet observation to see the condition of students' activity during the learning process. The researcher as an English teacher and the English teacher as a collaborator would be observed the teaching-learning process in which video recording was implemented to see the speaking ability of students.

Here is the planning of action research that was prepared by the researcher that consists of Lesson Plan (RPP) in each meeting, material of recount text, and sheet observation of student' condition

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
 Mata Pelajaran : Bahasa Inggris (Wajib)
 Kelas/ Semester : X/ Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar

2. **Metode Pembelajaran:** presentasi dan tanya jawab.

3. **Media Pembelajaran:** Zoom meeting.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

- a) Kegiatan pendahuluan:
 1. Guru memberi salam kepada siswa melalui Zoom meeting.
 2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.
- b) Kegiatan Inti:
 1. Guru share dokumen yang didalamnya berisi materi recount text.
 2. Guru memberi contoh dari recount text.
 3. Guru memberi kesempatan kepada siswa untuk menceritakan ulang sebuah recount text yang sudah diberikan sebelumnya..
 4. Guru dan siswa berdiskusi terkait contoh dan hasil identifikasi siswa.
- c) Kegiatan Penutup:
 1. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin
 Pengetahuan : Siswa benar-benar memahami materi recount text secara keseluruhan.
 Keterampilan : Siswa mengidentifikasi recount text.

Jember, 08 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
 Mata Pelajaran : Bahasa Inggris (Wajib)
 Kelas/ Semester : X/ Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar

2. Metode Pembelajaran: presentasi

3. Media Pembelajaran: Zoom meeting.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

a) Kegiatan pendahuluan:

1. Guru memberi salam kepada siswa melalui Zoom meeting.
2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.

b) Kegiatan Inti:

1. Guru share dokumen yang didalamnya berisi sebuah recount text.
2. Guru memberi kesempatan kepada siswa untuk menceritakan ulang sebuah recount text yang sudah diberikan sebelumnya.
3. Guru dan siswa berdiskusi terkait contoh dan hasil identifikasi siswa.

c) Kegiatan Penutup:

1. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin
 Pengetahuan : Siswa benar-benar memahami isi recount text secara keseluruhan.
 Keterampilan : Siswa mengidentifikasi recount text.

Jember, 09 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
 Mata Pelajaran : Bahasa Inggris (Wajib)
 Kelas/ Semester : X/ Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar
- c) Siswa dapat mengidentifikasi beberapa teknis cara menceritakan ulang sebuah cerita recount text dengan benar.

2. Metode Pembelajaran: presentasi dan tanya jawab

3. Media Pembelajaran: Zoom meeting.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

- a) Kegiatan pendahuluan:
 1. Guru memberi salam kepada siswa melalui Zoom meeting.
 2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.
- b) Kegiatan Inti:
 1. Guru share PPT yang didalamnya berisi recount text dan teknis menceritakan ulang sebuah cerita.
 2. Guru memberi kesempatan kepada siswa untuk memahami recount text yang sudah diberikan sebelumnya.
 3. Guru dan siswa berdiskusi terkait cara dan contoh dari hasil identifikasi siswa.
- c) Kegiatan Penutup:
 1. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin
 Pengetahuan : Siswa benar-benar memahami isi recount text dan teknis menceritakan ulang sebuah cerita recount text secara keseluruhan.
 Keterampilan : Siswa mengidentifikasi recount text dan teknis menceritakan ulang sebuah cerita.

Jember, 10 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
 Mata Pelajaran : Bahasa Inggris (Wajib)
 Kelas/ Semester : X/ Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar

2. Metode Pembelajaran: presentasi

3. Media Pembelajaran: Zoom meeting, video recorder.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

a) Kegiatan pendahuluan:

1. Guru memberi salam kepada siswa melalui Zoom meeting.
2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.

b) Kegiatan Inti:

1. Guru share dokumen yang didalamnya berisi recount text.
2. Guru memberi kesempatan kepada siswa untuk memahami recount text yang sudah diberikan sebelumnya.
3. Guru memberikan kesempatan siswa untuk menceritakan ulang sebuah cerita recount text menggunakan video recorder.

c) Kegiatan Penutup:

1. Guru meminta siswa untuk mengumpulkan hasil menceritakan ulang sebuah cerita recount text via WhatsApp pribadi.
2. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin
 Pengetahuan : Siswa benar-benar memahami isi recount text dan dapat menceritakan ulang sebuah cerita recount text secara keseluruhan.
 Keterampilan : Siswa mengidentifikasi recount text.

Jember, 11 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

Picture 3.2

Material of Recount Text

CINDERELLA

Once upon a time there lived a girl called Cinderella. she was happy live with her father and mother. until her mother died and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. But, for the poor unhappy girl, there was nothing at all. Her stepmother has two daughters and they were very bossy. No rest and no comfort. She had to work hard all day. Only when evening came was she allowed to sit for a while by the fire, near the cinders. That's why everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to the cat. The cat always said, "Miaow", which really meant, "Cheer up! You have something neither of your stepsisters has and that is beauty." It was quite true. Cinderella, even dressed in old rags, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: "You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters." They will come home tired and very sleepy. Cinderella sighed, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow."

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella," said the fairy. "I know you would love to go to the ball. And so you shall!" "How can I, dressed in rags?" Cinderella replied.

The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. "Now for your coach," said the fairy; "A real lady would never go to a ball on foot! Quick! Get me a pumpkin!" "Oh of course," said Cinderella, rushing away. Then the fairy turned to the cat. "You, bring me seven mice, and, remember they must be alive!"

Cinderella soon returned with the pumpkin and the cat with seven mice he had caught in the cellar. With a flick of the magic wand the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes.

"You shall go to the ball Cinderella. But remember! You must leave at midnight. That is when my spell ends. Your coach will turn back into a pumpkin and the horses will become mice again. You will be dressed in rags and wearing clogs instead of these glass slippers! Do you understand?" Cinderella smiled and said, "Yes, I understand!"

Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up the slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

Suddenly the fairy appeared and waved her magic wand. In a flash, Cinderella appeared in a splendid dress, shining with youth and beauty. Her stepmother and stepsisters gaped at her in amazement, and the ministers said, "Come with us Cinderella! The Prince is waiting for you." So Cinderella married the Prince and lived happily ever.

Table 3.1
Table of Students Behavior's Observation

NO	ACTIVITY	GRADE					SCORE
		1	2	3	4	5	
1	Students were interested in used video recorder features						
2	Students were enthusiastic is speaking through using video recorder features						
3	Students tried to speak fluently						
4	Students understood how to retell the story in a flowing way						
TOTAL							

Indicators:

1 = so bad

2 = bad

3 = not too bad

4 = good

5 = very good

2. Action

In this part, the researcher applied a video recorder to improve students' speaking ability especially in retelling stories. The researcher gives a story that consists of recount text and asks the students to comprehend the story, followed by the researcher explaining how to record the video and asking the students to submit the video.

The last way, the researcher gave a post-test to know whether the use of a video recorder can improve students' speaking ability in retelling stories or not.

3. Observation

In this step, the researcher observed the process worked also the students' response, participation, achievement, and everything which was found during in teaching and learning process by using a video recorder. While observing, the researcher should notice all of the activities in the classroom.

4. Reflection

The researcher and the collaborator (English teacher) analyze what has been going in the classroom. Reflection was conducted to determine the extent to which the video recorder can improve students' speaking ability in retelling stories.

3.7. The technique of Analyzing Data

1. Qualitative Data

The researcher used qualitative data to analyze data from an interview, observation, and document review. The researcher applied this research to get information about the implementation of video recorder, to identify the problem, and to arrange the solution of the problem.

2. Quantitative Data

The researcher used the quantitative data analysis to analyze data from the mean score from pre-test and post-test and the percentage of students implementing video recorder as media in improving speaking while retelling story. The researcher applied the pre-test at the beginning, and the post-test at the end of the cycle. Moreover, the researcher assessed the students' scores by looking for the assessment.

3.8. The Criteria of The Action Success

Based on the school agreement between the researcher and the teacher, classroom action research can be called successful if it can exceed the criteria that have been determined. The criteria of success are if students could achieve the target score. It means that during CAR students have to achieve the target score of KKM in this research is 70 of the speaking test in every test whether Pre-Test or Post-Test.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and a discussion of the research based on the result of the analysis of collected data. The finding is the information about Using Video Recorder to Improve Students' Speaking Ability in Retelling Story at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year.

4.1. Findings

In this chapter, the researcher would like to describe and discuss the findings found in the field of the research and also describe the improvement of action research, interviews data, and reflection of the object and data presentation. This research was about classroom action research on improving students' speaking ability in retelling stories. This research was held on SMAN 4 Jember in the 2020/2021 academic year.

1. Preliminary Research

In this stage, the researcher interviewed the English teacher of 10th-grade students of SMAN 4 Jember to know the ability of students in speaking skills and other necessary information that includes media in teaching speaking. Then, the researcher gave the preliminary test to the students. Based on the preliminary test that has been done by the researcher, there were many students did not confident to speak in front of the class, the reason is because of many of them fear making mistakes and were nervous.

Moreover, based on the preliminary test that did by the researcher with 10th-grade students of SMAN 4 Jember. The researcher give material about recount text and ask the students to retell the story in front of a class (while using Zoom Meeting in the learning process) the researcher obtain the data of students speaking skills in retelling story score that showed, only two or 14.3% students who passed the standard of the minimum score (70). For the percentage information, the researcher will present the table of preliminary test scores.

Table 4.1
Students' Preliminary Test Score

NO	NAME	SCORE	CRITERIA
1	RAPS	84	Successful
2	TKAS	48	Unsuccessful
3	CLN	84	Successful
4	GGJ	68	Unsuccessful
5	VMPA	60	Unsuccessful
6	VPH	60	Unsuccessful
7	SNF	56	Unsuccessful
8	SD	48	Unsuccessful
9	BZ	56	Unsuccessful
10	AIPW	56	Unsuccessful
11	FK	56	Unsuccessful
12	BP	64	Unsuccessful
13	SQF	52	Unsuccessful
14	BR	52	Unsuccessful

Based on the table above, the mean of indicators are as follows:

$$X = \frac{\sum x}{n}$$

$$X = \frac{844}{14}$$

$$= 60.2$$

Explanation :

X : mean

$\sum x$: total score of students

N: total of students in the class

The result of speaking test in preliminary research

$$E = \frac{\sum x}{N} \times 100$$

$$E = \frac{2}{14} \times 100$$

$$E = 14.3\%$$

Explanation :

E : the percentage of students who reached the minimum standard score

$\sum x$: total of students who reached the minimum standard score

N: total of students in the class

2. Cycle

The cycle was conducted in four meetings. It was conducted on Wednesday, 9th of June 2021, Thursday, 10th of June 2021, Friday, 11th of June 2021, and the last is Monday, 13th of June 2021. The steps were as follows:

a. Planning

In the planning steps, the researcher discussed with the English teacher about the teaching and learning process using video recorders as media in improving students' speaking ability in retelling stories. The researcher prepares the lesson plan. The material was recount text that related to the material in the second semester at 10th grade. In the first meeting that was held on the 9th of June 2021, the researcher gave students a short story about a trip to the zoo that was sent to the students by the WhatsApp group. In the second meeting that was held on the 10th of June 2021 the researcher ask the students to retell the story that was given on the previous day. Students retell the story by using via Zoom meeting. Then, the researcher prepared the instruction for students' practice in speaking, the observation checklist, and the attendance list of students in the class. This means the researcher planned two meetings only in this step.

b. Acting

The researcher did the classroom action research on the 10th of June 2021, 13th June 2021, and 14th June 2021.

1. The first meeting was conducted on the 10th of June 2021.

In the first meeting, the researcher greeted the students about their condition, asked them to pray, checked the attendance list, and explain what to do on that day. The

researcher started the learning process by greeting the students and asking the students about the short story given by the researcher in the previous meeting. Many students explain the reason why they were shy to speak in front of the class. After the researcher listen to the reason of the students, the researcher gave some ways how to be a good reteller story and also give some instructions on how to use a video recorder that will become the media to improve their speaking. When given the instruction, the researcher explains that all by using Zoom meeting. Next, the researcher gave a short story with the title Cinderella that was sent by using WhatsApp group and ask the students to practice what has been described by the researcher previously. The students can submit the result of their speaking in a format of video with a personal chat between the researcher and the students.

2. The second meeting was conducted on the 13th of June 2021

In the second meeting, the researcher greeted the students about how was their condition, asked them to pray, check the attendance list and explain what to do on that day by using the WhatsApp group. The researcher asks the students to submit the result of the video recorder by personal chat to the researcher. The researcher checked the result of students' speaking by watching the video submitted by students.

c. Observing

In this step, the researcher describes the result of students' behavior observation when they tried to retell the recount text story. Observation consist of students' process, students' response, and also students' understanding.

Table 4.2**The Result of Students Behavior's Observation**

No	Activity	Grade					Score
		1	2	3	4	5	
1	Students were interested in used video recorder features					v	5
2	Students were enthusiastic is speaking through using video recorder features				v		4
3	Students tried to speak fluently				v		4
4	Students understood how to retell the story in a flowing way			v			3
Total							16

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

$$P = \frac{16}{20} \times 100\%$$

$$=80 \%$$

Explanation :

P :Percentage

F : Total score of students

N: Total score

Indicators:

1 = so bad

2 = bad

3 = not too bad

4 = good

5 = very good

According to the result of the observation above, it could be concluded that students were enthusiastic and all of the processes run well. Students enjoyed the learning process by using a video recorder in retelling stories. The result can be seen in the table above with the percentage result of 80% of students.

d. Evaluating and Reflecting

After whole activities (planning, acting, and observing) had been finished, the researcher gave the test to the students in the third meeting (15th of June 2021) the result of the post-test was as follows:

Table 4.3
Student's Post Test Result

NO	NAME	SCORE	CRITERIA
1	RAPS	88	Successful
2	TKAS	84	Successful
3	CLN	80	Successful
4	GGJ	68	Unsuccessful
5	VMPA	88	Successful
6	VPH	72	Successful
7	SNF	84	Successful
8	SD	80	Successful
9	BZ	80	Successful
10	AIPW	72	Successful
11	FK	84	Successful
12	BP	60	Unsuccessful
13	SQF	76	Successful
14	BR	80	Successful

Based on the table above, the mean of indicators are as follows:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1096}{14}$$

$$= 78.2$$

Explanation :

X : mean

$\sum x$: total score of students

N: total of students in the class

And for the percentage of students who passed the post-test was:

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

$$P = \frac{12}{14} \times 100\%$$

$$= 85.7 \%$$

Explanation :

P :Percentage

F : students who passed the post test

N: total of students in the class

Based on the explanation above, the students' mean score was 78.2, which means the score was sufficient for the standard minimum score (KKM). Also, the percentage of the students was 85.7 % and it was sufficient too from the criteria of success.

From the result above, there are 2 students only who do not achieve the criteria of success, besides that there are 12 students who achieve the criteria of success in KKM 70. If presented the result is 85.7 %. The use of media (video recorder) was a success in improving students speaking ability in retelling stories. from this media, students can take more preparation before they present their result of speaking and more confident to present the result of their speaking.

Based on the point above, the researcher considered that the implementation of a video recorder to improve students speaking ability in retelling stories is very successful. Therefore, this research was ended in cycle one only. The researcher concludes that the implementation of a video recorder can improve students speaking ability in retelling stories at 10th-grade students of SMAN 4 Jember in the 2020/2021 academic year.

4.2. Discussion

In this chapter, the researcher discussed the research finding covering the use of video recorder as media to improve students speaking ability in retelling story at 10th-grade students of SMAN 4 Jember in the 2020/2021 academic year. The details of the discussion are explained as follows:

1. Using Video Recorder to Improve Students' Speaking Ability in Retelling Story

This study focuses on the use of a video recorder to improve students' speaking ability in retelling story at 10th-grade students of SMAN 4 Jember in the 2020/2021 academic year. The researcher interviewed with 10th grade English teacher and a view of students from 10th grade of SMAN 4 Jember in 2020/2021 academic year. In the preliminary study, most of the students did not interest in speaking that practice in front of the class (using Zoom meeting while online class), most of the students felt shy to practice their speaking.

After finding some visible flaws from some students, the researcher decided to use a video recorder as media in improving students' speaking ability. Ms. Putri Firda Nurul Istiqomah, S. Pd. as an English teacher of 10th-grade students of SMAN 4 Jember said that many students felt shy to speak in front of the class, so to improve students' speaking skills teacher should make media to

make them more interested to practice their speaking. Also, she was satisfied with the improvement because it can facilitate students to practice their speaking ability without being embarrassed with their classmates.

In the interview researcher discussed with the English teacher that want to give the theme of material that related to 10th-grade students to the students. Therefore, the researcher chooses recount text as a story of research material. From there, students should be explained what they got from the story, which means before explained they should understand the inside of the story.

To collect the data, the researcher used the students' speaking test while in preliminary test and post test, interview, document review and field note. This research was classifies as classroom action research (CAR) which adopter from the theory of Kemmish and Mc. Taggart that consist of four stages, those are planning of the action, implementing or acting of the action, observing the action, and reflecting the action.

a. Planning of the action

Researcher plan before doing the action. In this step researcher plan the lesson plan, material, field note for observation, and also the task of students. The researcher is an English teacher and the English teacher as a collaborator in this step.

b. Implementing of The Action

In this part, the researcher applied a video recorder as media to improve students' speaking ability in retelling story. the researcher give a short story in recount text entitled Cinderella, followed by explaining how to use video recorder as media to record speaking. After explaining how to use media, the researcher asks students to practice their speaking using a video recorder and submit the result of their speaking in a private chat with the researcher in the format video. The researcher gives a post-test to know whether the use of a video recorder can improve students' speaking ability in retelling story or not.

c. Observing of The Action

The researcher observer the students' activity, the situation, also the problem found during the learning process.

Based on the observation, it seems that a video recorder was an effective strategy to improve students' speaking ability in retelling stories. video recorder can make students more confident to practice their speaking and they felt happy to practice their speaking using a video recorder than practice in front of the class with their classmates. The researcher does not force students to speak fluently and clearly though several points became a benchmark for evaluating their speaking as pronunciation, grammar, vocabulary, fluency, also comprehension.

d. Reflecting of The Action

The result of students' speaking ability in the retelling story achievement test showed that the implementation of a video recorder can improve the students' speaking ability while retelling the story. It can be concluded by analyzing the students' scores between researcher and English teacher as a collaborator. The percentage result before the action was implemented was 14.3% of students who reach KKM 70, then the mean score of students was 60.2. While in the cycle after implementing video recorder as media in improving speaking, the percentage result of post-test the mean score was 78.2% students who reach KKM 70 with the mean score of students was 78.2.

Based on the result above, the researcher discussed with the collaborator about the improvement of students speaking ability in retelling story after using video recorder as media was successful and the researcher decided to use one cycle only because there was improvement between pre-test and post-test of students.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections. The first section is the conclusion of research that related to Using Video Recorder to Improve Students Speaking Ability at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year. Then, the last section is about the suggestion.

5.1. Conclusion

The conclusion of what has been discussed and analyzed in chapter IV is as follows:

1. The implementation of video recorder as media to improve students speaking ability in retelling stories at 10th-grade students of SMAN 4 Jember in 2020/2021 academic year was implemented in one cycle. The implementation consists of 1) A story that was given by the teacher to the students should be understood by the students before the students retell the story, 2) after the students had understood the story, they retold the story using a video recorder and sent the video to the teacher, 3) the teacher evaluated the result of students speaking after using a video recorder as media, 4) she compared it with the result of students speaking before using a video recorder as media.
2. The result of observation can be seen that the result of students' speaking before using video recorder was 14.3 % and the result after students implemented video recorder as media to improve their speaking while the

retelling story was 85.7 %. From that result, the researcher conclude that the implementation of the video recorder can improve students' speaking ability in retelling stories at 10th-grade students of SMAN 4 Jember in the 2020/2021 academic year was successful.

5.2. Suggestion

The researcher would like to give a suggestion that is related to this research which will hopefully be useful for another English teacher, students, institution, and another researcher. The suggestion is as follows:

1. For the teacher, it is expected to improve their professionalism in teaching English, especially teaching speaking. Besides, as a suggestion for the teacher to attract students interest in learning English with using a suitable technique.
2. For the students, it is expected to improve students speaking ability in retelling stories and interest in learning English.
3. For the institution, it is expected to give a contribution to the learning process to improve the quality of students in speaking skills.
4. For another researcher, for teaching English this research can be used as the source in gaining more information in how to teach them with this media in different skills and topics. Also, it can be used to improve the same instruction.

REFERENCES

- A. Balkhair, Abdullah. COVID-19 Pandemic: *a New Chapter in The History of Infection Disease*: OMAN Medical Journal, Vol. 35, No. 2. 2020.
- Arikunto, Suharismi. *Prosedur Penelitian*. Jakarta: Rineka Cipta. 2011
- Azkiyah, Siti Nurul. Rahayu, Rahmi. *Examining The Role of Video-Recorded Speaking Task in Enhancing Students' Oral Productive Skill*. Indonesian Journal of English Education, 5 (2) 204-218.
- Brown, Gillian, and Yule, George. *Teaching the Spoken Language: An Approach Based on The Analysis of Conversational English*. Cambridge: Cambridge University Press. 1983.
- Brown, H. Douglas. *Teaching Principle of Language and Teaching*. San Francisco: Practice Hall Regents. 1994.
- Brown, H. Douglas. *Principles of Language Teaching and Learning*. New Jersey: Prentice Hall. 1980.
- Burns, Anne. *Collaborative Action Research for English Language Teacher*. United Kingdom: Cambridge University. 1999.
- Dewi, Novita Chandra. *The Phonological Process of Metathesis Words in Indonesia Slang Language Used by Jabodetabek Teenagers*. Diponegoro University. 2016.
- Docan-Morgan and Nelson. *The Benefits and Necessirity of Public Speaking Education*. 2019.
- Dwi Puspitarini, Yanuari and Muhammad Hanif, *Using Learning Media to Increase Learning Motivation in Elementary School*. Anatolian Journal of Education. Vol. 4 No.2. 2019.
- Fitriawati.. *Improving Students' Speaking Ability by Using Instructional Media for Advanced Learners*. English Department FBS Universitas Negeri Padang. 2015.
- Gromit, Nicolas A. *Investigation of The Cell phone Video Recording Feature by Japanese EFL Learners*. Ph.D. Thesis, James Cook University. 2013.
- Hani Handayani, Umi. *Retelling Story Through Picture Series to Improve Students' Speaking Skill*. Banten. English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin

- Hanum, Luthfia. *Improving English Speaking Skill Through Introductory English Video*. Darussalam Banda Aceh, Ar-Raniry State Islamic University. 2018.
- Harmer, Jeremy. *How to Teach Writing*. (Pearson Educational Limited). 2004.
- Harmer, Jeremy. *The Practice of English Language Teaching* four edition. 2018.
- Hosni, Samira Al. *Speaking Difficulties Encountered by Young EFL Learners*. International Journal on Studies in English Language and Literature (IJSELL), 2 (6), 22-30. 2014.
- IELTS Speaking Band Score Calculation. 2021
- Ikramah. *The Effect of Video Recording on Students' Speaking Ability*. Darussalam- Banda Aceh. 2017.
- Ikramuddin, Rezeki. *Using Story Telling Technique to Improve Speaking Ability*. Darussalam- Banda Aceh. 2017.
- Irwan D, Darwisyah. *The Effect of Retelling Story Towards Students' Speaking Ability*. English Education: Jurnal Tadris Bahasa Inggris, 9(1). 16. 2016.
- Irwan, Ismail. *The Effectiveness of Retelling Story to Improve Students' Vocabulary at Eight Year of SMPN 8 Palopo*. English Study Program of Tarbiyah Department The State College for Islam Studies (STAIN) : Palopo. 2014.
- J.S. Chruch, D.G. Martz, N.J. Cook. *The Use of Digital Video Recorders (DVRs) for Capturing Digital Video Files for Use in Both The Observer and Enthovision*. Behavior Research Method. 2006. 38 (3), 434-438.
- Jenings, Caldwell, and Lerner. "Strategies For Students". 2014.
- Kurniati, Azalina, Elwirati, Novitri. *A study on Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru*. English study Program Language and Arts Department Faculty of Teachers Training Education. Riau University.
- Kusumah, Wijaya., Dwitagama, Dedi, *Mengenal Penelitian Tindakan Kelas*. Jakarta : P.T. Indeks. 2009.
- Longman. *Longman Active Study Dictionary*. London: Pearson Education. 1998.
- Mandasari, Berlinda., Aminatun, Dyah. *Uncovering Students' Attitude Toward Vlogging Activities in Improving Students' Speaking Ability*. Journal of English Education and Applied Linguistics. Vol. 8, No. 2. 2019.

- Mariani, Nanik., Fathul Mu'in. *An Introduction to Linguistics (Teaching and Learning Material)*. Yogyakarta: PT. LKIS Aksara. 2017.
- Merriam- Webster Dictionary.
- Mitchell, Donna, and Jo-Anne Reid. Re-viewing Practice: *The Use of Video Recordings in Learning to Teach*. Fusion Journal, no. 8. 2016.
- Mufidah, Hanum. *Factors Affecting the Speaking Difficulties of The Eleventh Grade Hotel Accommodation Students at SMK Negeri 6 Palembang*. English Education Study Program Faculty of Tarbiyah Islamic State University Raden Fattah. 2017.
- Nabila Putri, Rosevinda., Dwi Rahmani, Bitu. *Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency*. UHAMKA International Conference on ELT and CALL (UICELL). 2019.
- Nunan, David. *Practical English Language Teaching*. Boston: McGraw Hill. 2003.
- Oxford Learner's Pocket Dictionary*. Oxford: Oxford Press.
- Pendidkan, M. (n.d). *Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Pendidikan dalam Masa Darurat Covid-19*. 2020.
- Rahmawati. *Improving English Speaking Ability Using The Games-Tournament-Technique*. English Education Journal (EEJ), 8(1), 1-13. Syiah Kuala University: Banda Aceh. 2017.
- Richard, Jack C. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press. 2002.
- Rositasari, Inggit. *The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story*. English Language Education, Department of Language and Arts, Sanata Dharma University: Yogyakarta. 2017.
- Taufiq, Muhammad. *Software Quran in Word*. Version 1.2.0 surah 055:3-4.
- Unpam, Andi. *Qur'an and English Translation (Qur'an for Android, 17 December 2014)*
- Wahono, Suparwoto Sapto. *The Role of English Lectures in Developing Students' Attitude*. Vol 10. 2018.
- Wicaksono, Agung. *Using Video Recording to Improve Students' Speaking Ability*. Advances in Social Science, Education and Humanities Research. vol 145. 2017.

Wright, Andrew. *Pictures of Language Learning*. New York: Cambridge University Press. 1989.



UIN

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 1 Research Matrix

RESEARCH MATRIX

TITLE	VARIABLES	SUB - VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM	HYPOTHESIS
Using Video Recorder to Improve Students' Speaking Ability in Retelling Story at 10 th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year.	<ul style="list-style-type: none"> Students' speaking ability Retelling story 	<ul style="list-style-type: none"> pronunciation. Grammatical vocabulary Students' understandings on recount text. 	<ul style="list-style-type: none"> Accuracy Intonation Language Features Meaning of each word The intent of each word Orientation Events Re-orientation 	<ul style="list-style-type: none"> Respondent: The 10th-grade students of SMAN 4 Jember in 2020/2021 academic year Collaboration: English teacher and the researcher 	Research design CAR with cycles: <ul style="list-style-type: none"> Planning of the action Implementation of the action Classroom observation and evaluation Reflection of the action 	Is the use of a video recorder able to improve students' speaking ability in retelling stories at 10 th -grade students of SMAN 4 Jember in the 2020/2021 academic year?	using a video recorder can improve students' speaking ability at 10 th -grade students of SMAN 4 Jember in the 2020/2021 academic year.

Appendix 2. Research License

RESEARCH LICENSE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataran No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos - 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B.1563/In.20/3.a/PP.00.9/06/2021 04 Juni 2021
Sifat : Biasa
Lampiran : -
Hal : Permohonan Ijin Penelitian

Yth. Kepala SMAN 4 Jember
Jalan Hayam Wuruk No. 145 Krajan Sempusari
Kaliwates - Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Dina Wasilatur Rofiqoh
NIM : T20176008
Semester : VIII
Prodi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "*Using Video Recorder to Improve Students, Speaking Ability in Retelling Story at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year*" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala SMAN 4 Jember
2. Waka Kurikulum SMAN 4 Jember
3. Guru Mata Pelajaran Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 04 Juni 2021

Dekan
Wakil Dekan Bidang Akademik,



DECLARATION OF AUTHENTICITY

The undersigned bellow:

Name : Dina Wasilatur Rofiqoh

Student's number : T20176008

Institution : UIN KH Achmad Siddiq Jember

Declare that this thesis entitled "Using Video Recorder to Improve Students' Speaking Ability in Retelling Story at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year" is my original work, gathered and utilized in particular to fulfill the purposes and objectives of the study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

Jember, 11th of January 2022

I declared



Dina Wasilatur Rofiqoh
T20176008

2021.02.03 09:22

Appendix 3. Research Complete Letter

RESEARCH COMPLETE LETTER



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER

Jl. Hayam Wuruk 145 Telp. (0331) 421819 Fax. (0331) 412463 Jember 68135
Web <http://www.sman4jember.sch.id> – e-mail: admin@sman4jember.sch.id

SURAT KETERANGAN

Nomor : 421.3/196/101.6.5.4/2021
Perihal : Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

Nama : **DINA WASILATUR ROFIQOH**
NIP : T20176008
Program Studi : Tadris bahasa Inggris
IAIN Jember

Benar-benar telah melaksanakan penelitian di SMA Negeri 4 Jember dengan judul
“Using Video Recorder to Improve Students, Speaking Ability In Retelling Story at 10th
Grade Students of SMA Negeri 4 Jember In 2020/2021 Academic Year” selama 30 hari.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 23 Juni 2021
Kepala Sekolah







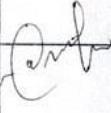
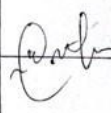
Dr. MOH. EDI SUYANTO, M.Pd
NIP. 19630713 199003 1 007

Appendix 4. Research Journal

RESEARCH JOURNAL

JURNAL PENELITIAN

Using Video Recorder to Improve Studets' Speaking Ability in Retelling Story at 10th Grade Students of SMAN 4 Jember in 2020/2021 Academic Year

No	Tanggal	Jenis Kegiatan	Informan	Tanda Tangan
1	5 Juni 2021	Observasi tempat penelitian dan mengantarkan surat penelitian.	Drs. Amir Mahmud, M.Pd.	
			Putri Firda Nurul Istiqomah, S.Pd.	
2	5 Juni 2021	Meminta izin melakukan penelitian.	Drs. Amir Mahmud, M.Pd	
3	7 Juni 2021	Interviu dengan guru bahasa Inggris.	Putri Firda Nurul Istiqomah, S.Pd.	
4	21 Juni 2021	Interviu dengan siswa kelas 10 SMAN 4 Jember.	Reza Alicia Putri Santoso	
			Cornelius Louis Nathan	
			Bagas Prisandy	
			Guinessa Gayuh Jinggaarani	
5	23 Juni 2021	Mengurus surat izin penelitian.		

Appendix 5. English Teacher of SMAN 4 Jember's Lesson Plan

PEMERINTAH KABUPATEN JEMBER

DINAS PENDIDIKAN

SMA NEGERI 4 JEMBER

Jalan Hayam Wuruk 145 Jember Tel. 0331-421819 Fax. 0331-4124

Website: www.sman4jember.sch.id - Email: admin@sman4jember.sc



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : X/Genap

Materi Pokok : Recount text (Personal Experience)

Alokasi Waktu : 1 X 50

1. Tujuan Pembelajaran KD 4.7.2

Peserta didik mampu menyusun teks *recount* tulis sederhana tentang pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan tepat.

2. Media Pembelajaran

Video, Google classroom.

3. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan pendahuluan:

Guru memberi salam kepada siswa melalui WhatsApp group dan meminta siswa untuk mengisi absensi.

b. Kegiatan Inti:

1. Siswa mengamati video tentang poin-poin penting pada Recount text yang telah dikirim guru melalui Google classroom.
2. Siswa dan Guru melakukan diskusi pada kolom komentar terkait materi
3. Siswa menulis pengalaman pribadi dengan memperhatikan unsur kebahasaan yang tepat dan mempostingnya pada Google Classroom.

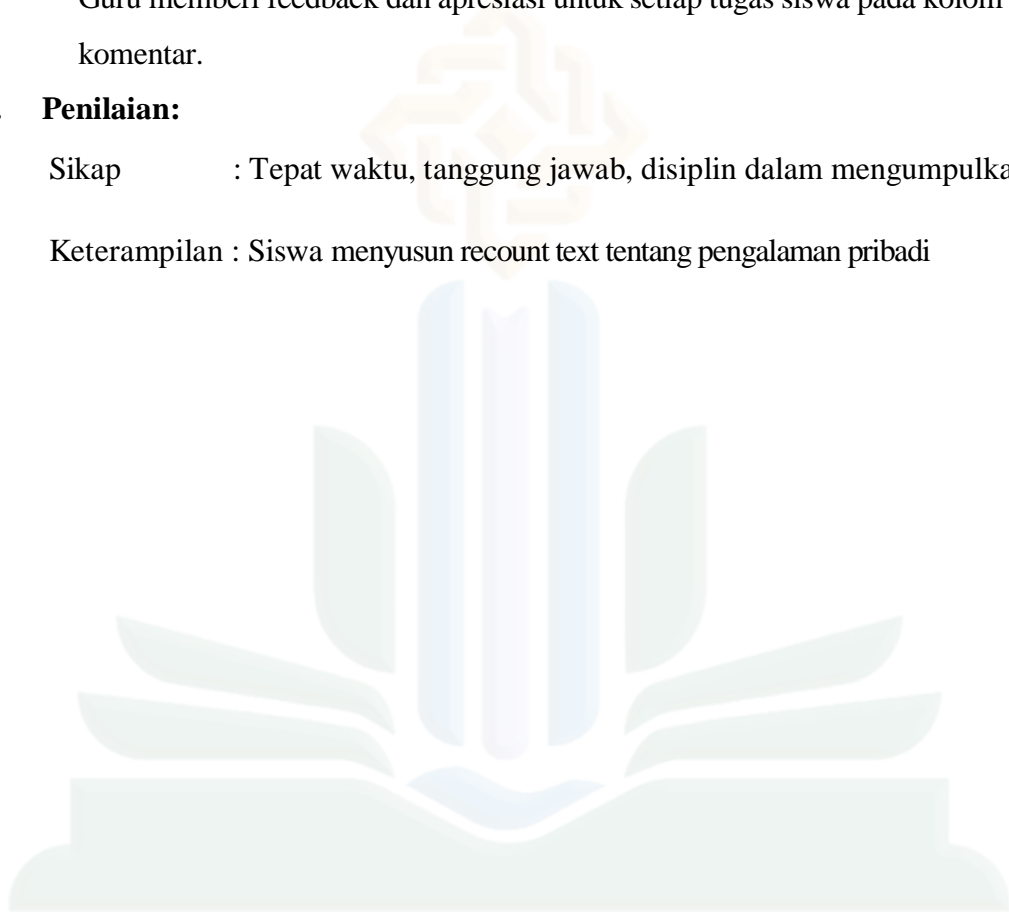
c. Kegiatan Penutup:

Guru memberi feedback dan apresiasi untuk setiap tugas siswa pada kolom komentar.

4. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin dalam mengumpulkan tugas

Keterampilan : Siswa menyusun recount text tentang pengalaman pribadi



UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

Appendix 6. Researcher's Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/ Semester : X/ Genap
Materi Pokok : Recount Text
Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar

2. Metode Pembelajaran: presentasi dan tanya jawab.

3. Media Pembelajaran: Zoom meeting.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

a) Kegiatan pendahuluan:

1. Guru memberi salam kepada siswa melalui Zoom meeting.
2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.

b) Kegiatan Inti:

1. Guru share dokumen yang didalamnya berisi materi recount text.
2. Guru memberi contoh dari recount text.
3. Guru memberi kesempatan kepada siswa untuk menceritakan ulang sebuah recount text yang sudah diberikan sebelumnya..
4. Guru dan siswa berdiskusi terkait contoh dan hasil identifikasi siswa.

c) Kegiatan Penutup:

1. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin

Pengetahuan : Siswa benar-benar memahami materi recount text secara keseluruhan.

Keterampilan : Siswa mengidentifikasi recount text.

Jember, 08 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/ Semester : X/ Genap
Materi Pokok : Recount Text
Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar

2. Metode Pembelajaran: presentasi

3. Media Pembelajaran: Zoom meeting.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

a) Kegiatan pendahuluan:

1. Guru memberi salam kepada siswa melalui Zoom meeting.
2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.

b) Kegiatan Inti:

1. Guru share dokumen yang didalamnya berisi sebuah recount text.
2. Guru memberi kesempatan kepada siswa untuk menceritakan ulang sebuah recount text yang sudah diberikan sebelumnya.
3. Guru dan siswa berdiskusi terkait contoh dan hasil identifikasi siswa.

c) Kegiatan Penutup:

1. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin

Pengetahuan : Siswa benar-benar memahami isi recount text secara keseluruhan.

Keterampilan : Siswa mengidentifikasi recount text.

Jember, 09 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/ Semester : X/ Genap
Materi Pokok : Recount Text
Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi isi recount text dengan benar.
- b) Siswa dapat menceritakan ulang isi dari recount text dengan benar
- c) Siswa dapat mengidentifikasi beberapa teknis cara menceritakan ulang sebuah cerita recount text dengan benar.

2. Metode Pembelajaran: presentasi dan tanya jawab

3. Media Pembelajaran: Zoom meeting.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

a) Kegiatan pendahuluan:

1. Guru memberi salam kepada siswa melalui Zoom meeting.
2. Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.

b) Kegiatan Inti:

1. Guru share PPT yang didalamnya berisi recount text dan teknis menceritakan ulang sebuah cerita.
2. Guru memberi kesempatan kepada siswa untuk memahami recount text yang sudah diberikan sebelumnya.
3. Guru dan siswa berdiskusi terkait cara dan contoh dari hasil identifikasi siswa.

c) Kegiatan Penutup:

1. Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin

Pengetahuan : Siswa benar-benar memahami isi recount text dan teknis menceritakan ulang sebuah cerita recount text secara keseluruhan.

Keterampilan : Siswa mengidentifikasi recount text dan teknis menceritakan ulang sebuah cerita.

Jember, 10 Juni 2021

Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 4 Jember
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/ Semester : X/ Genap
Materi Pokok : Recount Text
Alokasi Waktu : 45 menit

1. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi isi recount text dengan benar.
- Siswa dapat menceritakan ulang isi dari recount text dengan benar

2. Metode Pembelajaran: presentasi

3. Media Pembelajaran: Zoom meeting, video recorder.

4. Sumber Belajar

LKS Bahasa Inggris kelas X wajib Kurikulum 2013 (Viva Pakarindo)

5. Langkah-Langkah Kegiatan Pembelajaran

a) Kegiatan pendahuluan:

- Guru memberi salam kepada siswa melalui Zoom meeting.
- Guru menjelaskan kegiatan yang akan dilakukan pada hari itu.

b) Kegiatan Inti:

- Guru share dokumen yang didalamnya berisi recount text.
- Guru memberi kesempatan kepada siswa untuk memahami recount text yang sudah diberikan sebelumnya.
- Guru memberikan kesempatan siswa untuk menceritakan ulang sebuah cerita recount text menggunakan video recorder.

c) Kegiatan Penutup:

- Guru meminta siswa untuk mengumpulkan hasil menceritakan ulang sebuah cerita recount text via WhatsApp pribadi.
- Guru menutup pelajaran.

6. Penilaian:

Sikap : Tepat waktu, tanggung jawab, disiplin

Pengetahuan : Siswa benar-benar memahami isi recount text dan dapat menceritakan ulang sebuah cerita recount text secara keseluruhan.

Keterampilan : Siswa mengidentifikasi recount text.

Jember, 11 Juni 2021

Guru Mata Pelajaran

Dina Wasilatur Rofiqoh

Material of Recount Text

CINDERELLA

Once upon a time there lived a girl called Cinderella. she was happy live with her father and mother. until her mother died dead and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. But, for the poor unhappy girl, there was nothing at all. Her stepmother has two daughters and they were very bossy. No rest and no comfort. She had to work hard all day. Only when evening came was she allowed to sit for a while by the fire, near the cinders. That's why everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to the cat. The cat always said, "Miaow", which really meant, "Cheer up! You have something neither of your stepsisters has and that is beauty." It was quite true. Cinderella, even dressed in old rags, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: "You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters." They will come home tired and very sleepy. Cinderella sighed, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow."

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella," said the fairy. "I know you would love to go to the ball. And so you shall!" "How can I, dressed in rags?" Cinderella replied.

The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. "Now for your coach," said the fairy; "A real lady would never go to a ball on foot! Quick! Get me a pumpkin!" "Oh of course," said Cinderella, rushing away. Then the fairy turned to the cat. "You, bring me seven mice, and, remember they must be alive!"

Cinderella soon returned with the pumpkin and the cat with seven mice he had caught in the cellar. With a flick of the magic wand the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes.

"You shall go to the ball Cinderella. But remember! You must leave at midnight. That is when my spell ends. Your coach will turn back into a pumpkin and the horses will become mice again. You will be dressed in rags and wearing clogs instead of these glass slippers! Do you understand?" Cinderella smiled and said, "Yes, I understand!"

Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up the slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

Suddenly the fairy appeared and waved her magic wand. In a flash, Cinderella appeared in a splendid dress, shining with youth and beauty. Her stepmother and stepsisters gaped at her in amazement, and the ministers said, "Come with us Cinderella! The Prince is waiting for you." So Cinderella married the Prince and lived happily ever.

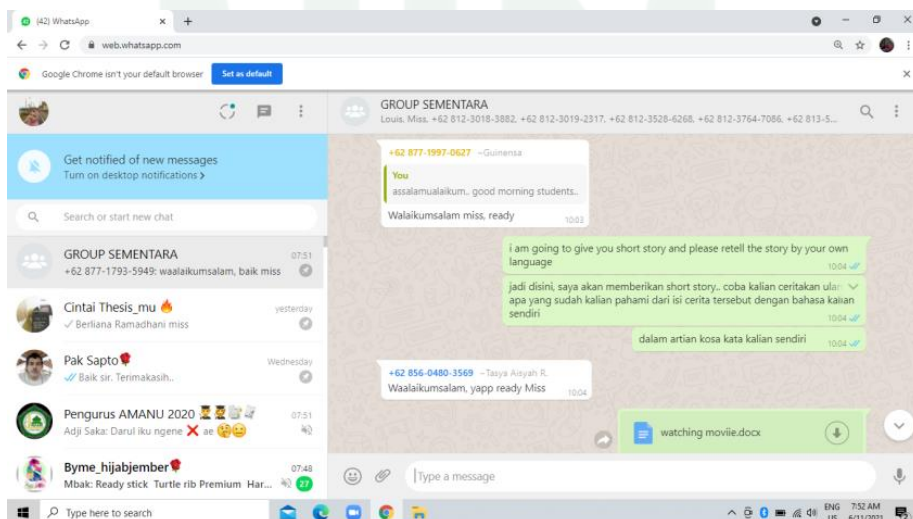
Appendix 7. Documentation of Students and Researcher Activities

DOCUMENTATION

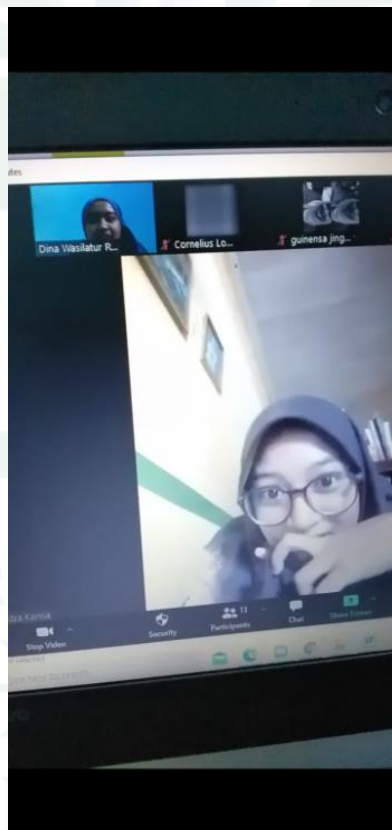
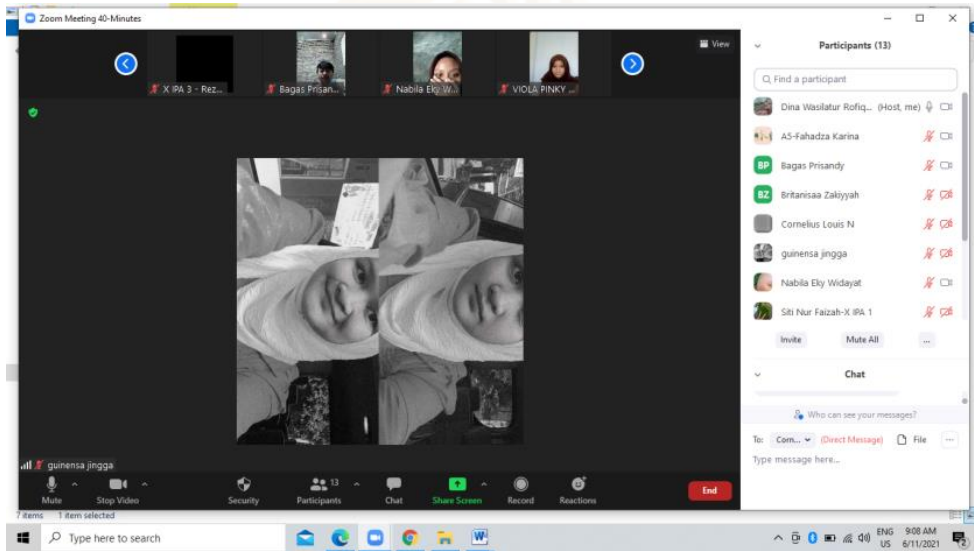
Interviews by the researcher to the English teacher about the use of media in learning speaking



Students' preliminary test preparation using WhatsApp group



Students' preliminary test about speaking ability in retelling story using Zoom meeting



The Result of Students Behavior's Observation

No	Activity	Grade					Score
		1	2	3	4	5	
1	Students were interested in used video recorder features					v	5
2	Students were enthusiastic is speaking through using video recorder features				v		4
3	Students tried to speak fluently				v		4
4	Students understood how to retell the story in a flowing way			v			3
Total							16

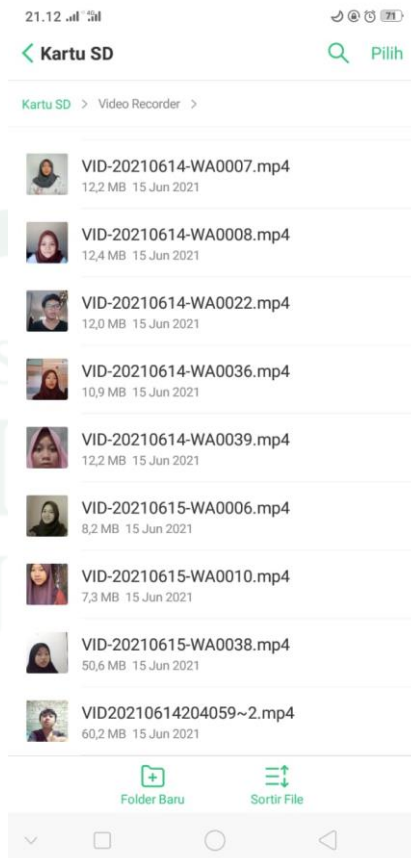
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

The result of Students' Preliminary Test

LEMBAR PENILAIAN PRE-TEST 10/2021
/06

NO	NAMA SISWA	PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY					COMPERHENSION					TOTAL SKOR
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	Reza Atecia Putri Santoso				✓					✓						✓					✓					✓	84
2.	Tifara Kalila Assya Susanto	✓								✓					✓						✓					✓	84
3.	Cornelius Louis Nathan				✓					✓					✓						✓					✓	84
4.	Guinensa Grayuh Janggarami				✓					✓					✓						✓					✓	84
5.	Vania Aleisya Putri Aryanto		✓							✓					✓						✓					✓	80
6.	Viola Pinky Harumita	✓								✓					✓						✓					✓	80
7.	Siti Nur Faizah		✓							✓					✓						✓					✓	80
8.	Sabrina Dwa	✓								✓					✓						✓					✓	80
9.	Pritanisaa Zakiyyah		✓							✓					✓						✓					✓	80
10.	Atthaya Iffriah p.p.w		✓							✓					✓						✓					✓	80
11.	Fahadza Karma		✓							✓					✓						✓					✓	80
12.	Bagas Prisandy	✓								✓					✓						✓					✓	80
13.	Santa Qolbi Fitriani	✓								✓					✓						✓					✓	80
14.	Berliana Ramadhani		✓							✓					✓						✓					✓	80

Students' post test after applying the use of video recorder



The resultst of Students' Post Test

LEMBAR PENILAIAN POST-TEST

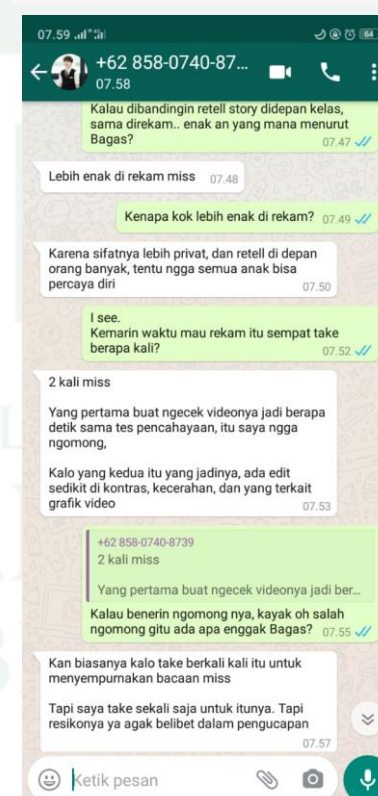
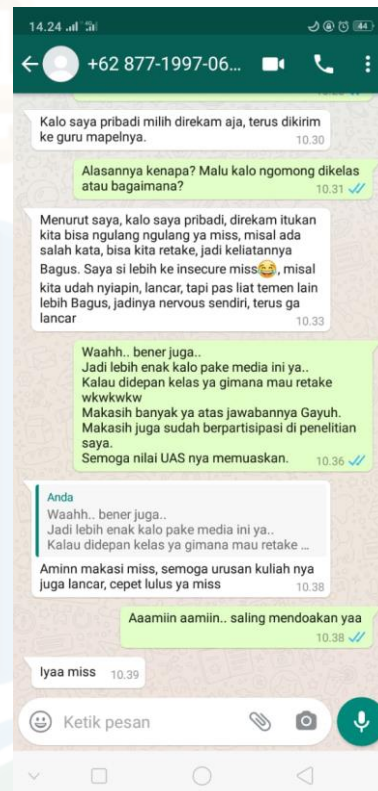
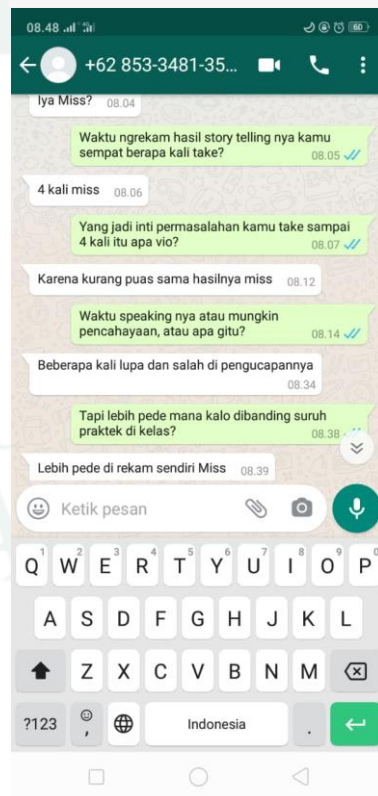
NO	NAMA SISWA	PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY					COMPERHENSION					TOTAL SKOR
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Rizo Aliza Putri Santosa				✓					✓					✓					✓					✓		88
2	Tipara Kabilo Arma Prasanto					✓				✓					✓					✓					✓		88
3	Corneilus Loris Alhaleq				✓					✓					✓					✓					✓		88
4	Guineste Gayus Inyarnani			✓						✓					✓					✓					✓		88
5	Vania Merya Putri Arsyad				✓					✓					✓					✓					✓		88
6	Viola Pinky Hanuarta				✓					✓					✓					✓					✓		88
7	Siti Nur Fairas				✓					✓					✓					✓					✓		88
8	Sabrina Dwa				✓					✓					✓					✓					✓		88
9	Prisnisa Zakkyah				✓					✓					✓					✓					✓		88
10	Ahanya Iqbal Pw				✓					✓					✓					✓					✓		88
11	Fardika Kurnia				✓					✓					✓					✓					✓		88
12	Bagas Prisanady				✓					✓					✓					✓					✓		88
13	Bania Galbi Fitriani				✓					✓					✓					✓					✓		88
14	Berlana Ramadhani				✓					✓					✓					✓					✓		88

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Interviews with Students about the use of video recorder and the comparison with not using video recorder as media in teaching speaking



BIBLIOGRAPHY



PERSONAL INFORMATION

Name : Dina Wasilatur Rofiqoh
Place and Date Of Birth : Jember, 9th August 1999
Adress : Dusun Sabrang, RT 002, RW 007, Desa Sabrang,
Kecamatan Ambulu, Kabupaten Jember
Mobile Phone : 085335298422
E-Mail : dinawasilaturrofiqoh9899@gmail.com
Nationality : Indonesia
Material Status : Single
Major : English Education Program
Institution : UIN KH Achmad Siddiq Jember

EDUCATION BACKGROUND

2017-2021 : State Islamic University of Kiai Haji Achmad Siddiq Jember
2014-2017 : Senior High school (MA Al Amien Ambulu)
2011-2014 : Junior High School (MTs Pesantren Terpadu Al Fauzan Lumajang)
2005-2011 : Primary School (MIMA 22 Al Ikhlas Ambulu)
2004-2005 : Kindergarten (TK Al Hidayah 73 Ambulu)