IMPROVING STUDENTS' SPEAKING SKILL
BY USING ENGLISH VIDEO AT CLASS VII A
OF MADRASAH TSANAWIYAH ANNURIYYAH JEMBER
IN ACADEMIC YEAR 2019/2020

THESIS

Presented to
State Institute of Islamic Studies of Jember in partial fulfillment of the
requirements for Bachelor Degree (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training

IAIN JEMBER

By:

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STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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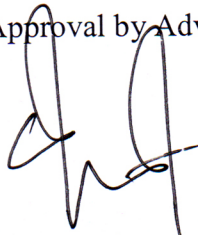## OF MADRASAH TSANAWIYAH ANNURIYYAH JEMBER
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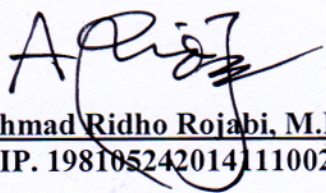English Education Department

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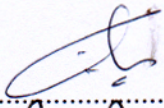
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ABSTRACT

Irene Apriliana Setyo, 2020. *Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020.*

Key Words: English video, speaking skill, classroom action research

The research was about improving student's speaking skill by using English video at VII A Class of MTs Annuriyyah Jember. The students of VII A Class had problem on speaking. Based on the preliminary study, it was known from the test that there were 27% students could pass the assessment score that was 75 based on the agreement of the researcher and the collaborator (English teacher). It was proven that the average score of their speaking was 56.34 , that was a very low score. There were 7 students from 26 students passed the test. Some students felt that English was not interesting and even boring because the teacher only used English textbook, they needed some media to motivate them in learning process. We decided to implement English video as a media to improve students's speaking skill.

This research was conducted at class VII A of MTs Annuriyyah Jember consisted of 26 students. This research was classified as Classroom Action Research (CAR) of Kemmish and Taggart which consist of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted in two cycle. The cycles were applied on March 2020 which consisted of three meetings, two meetings to implement the action and one meeting to students' speaking test or post-test. To collect the data, the researcher used the students' speaking test, observation, interview and document review. The test was used to find out the improvement of students' speaking skill after implementing the action.

In addition, after implementing the action, the result of the implementation of the English video indicated that there were improvements in students' speaking skill. It proven by the data showed that 80.76% of students had passed the criteria of success. The research would succed if there was 75% of students could pass the test score that was 75 based on the agreement of the researcher and the collaborator teacher. It could be said successful. The element of speaking skill which got improvement since teaching and learning process was vocabulary, Pronunciation, grammar and fluency.

The students could memorize many vocabularies well. They began to know the meaning of vocabulary without looking at their dictionary because the researcher gave more vocabularies in the video. Their pronunciation also improved, it could be seen when they spoke up in front of the class, they could pronounced it correctly. The students really understand about the grammar or the pattern of simple present tense. They were easy to distinguish about the use of to be for the subject, they could arrange the sentences by using simple present tense. If they knew the vocabulary, pronunciation and also grammar,they could speak up fluently. When the students performed to describe something in front of class, they looked enthusiastic, because after watching the video they knew how the native speaker actually speak. The students also looked braver and more confident to speak English. So, this research is recommended the other teachers and the researchers to use English video as media to improve   the   students'   speaking   skill.

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CHAPTER 1

INTRODUCTION

A. Background of the research

In this twenty first century, the need of mastering English had become curcial for people in the world. The first reason is English becomes the major language used in the global communication. Secondly, most information is written and delivered in English. Thus, the need to master English is very essential, both in speaking and writing.[1] There are four skills in learning English, these are: speaking, listening, reading, and writing.

One of the language skills that must be mastered by the students in learning English is speaking skill. Grauberg states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Harmer mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English[2], to communicate each other and to makes other people know what we are saying to avoid missunderstanding.

﷽ قَوۡلِی یَفۡقَهُواْ ﷽ لِّسَانِی مِّنۡ عُقۡدَةَوَاۡحۡلُلۡ

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[1] Arum Mustikawati, "The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo", (Thesis, Yogyakarta State, 2013), 1.
[2] Sinta Prasetia Trias Sari, "The use of videos to improve the students'speaking skill at class VII B of SMPN 2 Patuk in the academic year of 2014/2015", (Thesis, Yogyakarta State University,2015),1.

"*And release your strength from my tongue that they may understand my words*"[3]

These verses contain information about the Prophet Musa a.s. who begged and prayed to God that he would be given strength in preaching. Among his prayers was "... and release your strength from my tongue" (Qur'an 20: 27) which implies the meaning of 'give your servant the ability to speak' so that they understand my words " (Qur'an 20: 28) which implies 'so that my communication with them runs smoothly.' This verse explain that the role of speaking is clearly needed in communicating something to others. Implicitly in this verse states that one of the domains of language, namely the ability to speak has very large role in communication.

Most of the students found difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. Baker and Westrup support that many students find difficult to answer when teacher ask them to say anything in the target language. The learners may have only some ideas to talk about: they may not know how to use some vocabularies or they are not sure of the grammatical correctness. The students also could not carry out the discussion on topics that are not interesting for them.[4]

According to Ur, the first problem that makes the students difficult in speaking English is inhibition, students are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making

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[3]IslamicEvents, access at 19 January 2020 : 12:02.http://quran.islamicevents.sg/20/27/28
[4] Saci Sihem, "Using Video Techniques to develop Students' Speaking Skill", (Dissertation, Mohamed KHIDER University of Biskra, 2013), 25.

mistakes, fearful of criticsm, or shy of the attention that their speech attracts. The second is nothing to say, some students get the difficulties in thinking of anything to say. The third is the low or uneven of participation, only one participant can talk at a time if he or she is to be heard, and in large group this means that each one will have only very little time in talking. Some students dominate while others speak very little or not at all. The last problem is mother tongue use, In a number of classes, the learners share the same mother tongue. They may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to keep using the target of language.[5]

Those problems mention above also happened in Junior high school especially in MTs Annuriyyah Jember. It could be shown from the results of preliminary studies that had been done by the researcher. The researcher had observed teaching and learning process in VII A class of MTs Annuriyyah Jember, and identified the problem in there, and the problem was the students had low in speaking skill. It was known by the researcher who conducted pre-test on 19 January 2020. In the pre-test, the students had to describe their friend one-by-one in front of the class. There were 27% students could pass the assessment score that was 75 based on the agreement of the researcher and the collaborator (English teacher). It was proven that the average score of their speaking was 56.34 , that was a very low score. There were 7 students

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[5]Penny Ur, *A Course in Language Teaching Practice and Theory,* (Cambridge: Cambridge University Press, 1996), 121.

from 26 students passed the test, which was obtained from the score of vocabulary, pronunciation, grammar and fluency. The research would success if there was 75% of students could pass the test. When the researcher asked them to present something in front of class, it was proven that the result of observation were: 1) The students were not fluent in their speaking, 2) The students had very limited vocabulary so they mix their language and 3) The students also made many mistakes in pronunciation, this caused a crowd in the classroom because of wrong pronunciation.

There were some problems found by the researcher in the classroom deal with speaking activity in class such as some students were grumble when the researcher asked them to present something in front of class and some students felt that English was not interesting and even boring because the teacher only used English textbook, they needed some media to motivate them in learning process. When the researcher had practiced in MTs Annuriyyah Jember, she also found that the English teacher still had difficulties in optimizing the school facility such as LCD. Based on the researcher observation the LCD was newly set in some of classrooms and the teacher did not use it effectively. Moreover, the school did not have other learning sources instead of textbook to support English teaching and learning process. In that case some students were not interested to learn English because the teacher only use English textbook to teach them, especially in teaching speaking, there were no suitable sources to teach in English textbook. They often felt sleepy when teaching and learning process, it caused

by their activity in their boarding school. When they came to class they looked not ready to receive lessons, so the use of media is needed to support learning.

Kayi stated that discussions, role-play, simulation, brainstorming and storytelling are the techniques for teaching speaking. In addition, the usedof media in teaching speaking is needed, they need media that aims to make them understand how native speakers really are, how to pronounce correctly. Using media also helps teacher in conducting teaching and learning activity in the class. It makes teacher easier in delivering knowledge during teaching process. However, before using the media, the teacher should know whether the media is proper or not. Nowadays, there are many kinds of media that can be used in teaching and learning process. Arsyad stated that there are six categories of teaching media such as human media, printed media, audio media, visual media, audio-visual media, and multimedia. Those six categories of media can be used in teaching and learning process especially in a scope of English teaching.[6] In curriculum 2013, the teachers used media to help them transferring the material to the students. The media used by the teacher are the powerpoint presentation, video learning, LCD, textbook and student worksheet.

One of six categories of media that could help the students to learn English was audio-visual media or can be called video especially English video in the teaching speaking process. There were some techniques that help

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[6] Muh. Rajib Silmi, "Types of Media and Teaching Techniques in Teaching Speaking at SMP Brawijaya Smart School Malang", (Thesis, University of Brawijaya Malang, 2017), 224.

the use of English video that were role-play and dialog. According to Harmer, one of the advantages of video is that students do not just hear language, they watch it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.[7]

The research about the use of video in teaching speaking was ever conducted by Sinta Prasetia Trias Sari (2015) entitled The Use of Videos to Improve the Students'speaking Skill at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015. She stated that using videos in the teaching and learning of speaking was proved to improve the students' speaking skill in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic and could actively in learning speaking. Moreover, the students were more confident and fluent in speaking practices.[8] The next research comes from Diyah Ayu Winanti (2017) entitled A Descriptive Study in Teaching Speaking by Using Videos at The Seventh Grade of Mts Negeri Surakarta 1 in the Academic Year of 2016/2017. By using video as media in teaching speaking can made the process of teaching and learning runs well. This media is very fun to pay

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[7] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 282.
[8] Sinta Prasetia Trias Sari, "The use of videos to improve the students'speaking skill at class VII B of SMPN 2 Patuk in the academic year of 2014/2015"*,* (Thesis, Yogyakarta State University,2015), 114.

attention the students and with video the students become more happy and interesting to join the lesson[9]

Based on those previous studies, the researcher assumed that using English video could improve students' speaking ability. Therefore, the researcher was interested in conducting this research at MTS Annuriyyah Kaliwining Jember because many students low in speaking skill. Thus made the researcher curious to improve their speaking skill by using English video. The researcher decided to conduct a research entitled "*Improving Students' Speaking Skill by Using English Video at Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020.*"

B. Research Question

Based on the background described above, the research problem discussed in the research is:

How can English video improve the students' speaking skill at class VII A of MTs Annuriyyah Jember in academic year 2019/2020?

C. Objective of the Research

Based on the bacground, the objective of this Classroom Action Research is intended to improve the students' speaking skill by using English video at class VII A of MTs Annuriyyah Jember in academic year 2019/2020.

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[9] Diyah Ayu Winanti, "A descriptive study in teaching speaking by using videos at the seventh grade of mts negeri surakarta 1 in the academic year of 2016/2017", (Thesis, The State Islamic Institute of Surakarta, 2017), 75.

D. Significance of the Research

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

1. For English Teacher

The result of the research can be used for the English teacher as a reference to increase students speaking ability by using English video.

2. For Students

The actions of the research are expected to be useful to improve students' speaking skill. Since learning English by using English video make the students feel happy and enjoy the teaching and learning process, therefore they can improve their speaking skill.

3. For Future Researchers

Hopefully this research can be used as a reference for the other researchers to conduct a further research with a similar topic by using different research area, research design, and media.

E. Scope of the Research

The research limited in how the teacher use English video to improve students speaking ability to seventh grade students at MTs Annuriyyah Kaliwining Jember, exspecially in class VII A.

F. Definition of Key Term

1. Speaking Skill

Speaking skill is the skill that someone as speaker and other as listener who communicate each other to express the message,

information, thoughts and feeling in better understanding. Students have to speak based on the video, it can be oral presentation, role play or answer some question from the video. The material was about descriptive text, so the students have to describe people and animals correctly. The aspect of speaking that will be evaluated were vocabulary, pronunciation, grammar and fluency.

2. **English Video**

English video is a video that contains English lessons with easy language and a pleasant display that is used for learning media in the classroom, for example role play, dialog, songs, learning materials and others. The material was about descriptive text, so the video is about describing people and animals.

3. **CAR**

CAR (Classroom Action Research) is a research which help teachers to examine aspect of teaching and learning process and to use the action to improve it. This research use a media to improve the students'speaking skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are several studies that have been carried out and related to this research, they are:

1. The first was a thesis written by Lia Selfia Yunita (2015)[10] entitled "The Effectiveness Of Using Video Youtube Toward Students' Speaking Ability At The Second Grade of MTs Psm Mirigambar, Tulungagung".

    The population in this research is all students of MTs PSM Mirigambar, Sumbergempol, Tulungagung in academic year 2014-2015, in which total of class VII until IX were three class. The sample was the second grade of class A. The result of this research was there was any significant differences score of the students' achievement in speaking ability before and after being taught by applying video YouTube.

    The mean of total score of students' speaking ability before being taught by applying video Youtube was only 58.43, and after being taught by applying video Youtube was 67.81. Video YouTube media surely showed the real effectiveness in teaching speaking ability because it can help the students to improve their speaking ability. The similarity between this research was the use of Video as a learning media for speaking skill and the difference was the subject of the research

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[10] Lia Selfia Yunita, "The Effectiveness of Using Video Youtube Toward Students' Speaking Ability at the Second Grade of MTs PSM Mirigambar, Tulungagung", (Thesis, State Islamic Institute of Tulungagung, 2015)

2. The second was thesis written by Vivy Zuny Mandasari (2014)[11] entitled " Improving Students' Speaking Skill Through Video Dubbing". This research was carried out in class X-5 of SMAN Kebakkramat Karanganyar."

The result of this research was the use of video dubbing can be used to improve students speaking skill. The achievement can be seen by the score improvement from test to test and also better improvement in classroom situation during the learning process. In pre-test, the mean score of the students was 58.75, and in test 1, the mean score of students was 66.63, the students got 7.88 points of score improvement from pre-test. in test 2, the mean score was 75.03, the students' achievement improved 8.40 points from test 1.

In this research, there are some strengths of using video dubbing. The strengths were: (1) students had higher participation in teaching and learning activity than before implementing the action, (2) students were very enthusiastic to the lesson since the use of such technology was new and innovative, (3) students could produce speech with grammatical sentence, various vocabularies, comprehensible content, stable speed, and right pronunciation and many more. The similarity between this research and the previous research is the use of methodology that is classroom action research and the difference is the use of video dubbing.

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[11] Vivy Zuny Mandasari, "Improving Students' Speaking Skill Through Video Dubbing", (Thesis, Sebelas Maret University, 2014)

3. The third was thesis written by Fadilah Sukma Dewi (2016)[12] entitled "Improving Students' Speaking Skills by Using Video Clip at Second Grade of MAN 1 Bandar Lampung. The population of this research was the students of MAN 1 Bandar Lampung."

There were 4 classes in the science class, 1 language class and 3 classes in the social class. The researcher used on class from the population as the sample which is social class 11, there was 29 students in that class.

The result of this research was there was significant improvement of students speaking skill after being taught by video clip. It can be seen from the post test score after researcher conducted the treatment. It can be seen from the mean of the pre-test was 48.13 and the mean of the post-test was 73.03. It can be concluded that the students' speaking skills is improved. The similarity between this research was focus on improving speaking skill, and the difference was the use of video clip as a learning media.

4. The fourth was thesis written by Eryca Ranauli Manalu and Tina Mariany Arifin (2013)[13] entitled "Improving Students' Speaking Achievement in Oral Descriptive Text by Using Video". The population of this research was the students of SMAN 17 Medan.

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[12] Fadilah Sukma Dewi, "Improving Students Speaking Skills by Using Video Clip at Second Grade of MAN 1 Bandar Lampung",(Thesis, Lampung University, 2016)
[13] M. Eryca Ronauli Manalu and Tina Mariany Arifin, "Improving Students' Speaking Achievement in Oral Descriptive Text by Using Video," *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED 2,*no. 3(2013): 1-8.

The subject of this research was the students of Grade X-4 in SMAN 17 Medan. There were 39 students consisted of 13 males and 26 females. The students were 14-15 years-old.

The result of this research was in teaching oral descriptive text, video is a good choice as a media. It was found out that the students' speaking scores improved from Orientation test to Cycle I and II. It means that the use of video in teaching oral descriptive text gave an improvement for the students' speaking achievement. The students' mean score in Orientation test was 53.9. The Cycle I test was 65.09 and the students' mean score in Cycle II was 75.34. Through the observation sheets, interview, questionnaire and diary notes, the improvement in learning result by using video was also proved. Therefore, the use of video could significantly improve the students' speaking achievement in oral descriptive text.

Table 2.1
Similarities and differences of previous study

No	Title of Research	Similarities	Differences
1	2	3	4
1	A thesis written by Lia Selfia Yunita (2015) entitled "The Effectiveness 2 Of Using Video Youtube Toward Students' Speaking Ability At The Second Grade Of Mts Psm Mirigambar, Tulungagung"	• Both research use Video as a learning media • Both research focus on speaking skill	• The previous research used pre-experimental design used quantitative approachwith One-group Pretest – Posttest design, but this research used Classroom Action Research with Post-test. • The previous research conducted at the second grade of Mts Psm Mirigambar, but this

1	2	3	4
			research conducted at class VII A of MTs Annuriyyah Jember
2.	A thesis written by Vivy Zuny Mandasari (2014) entitled " Improving Students' Speaking Skill Through Video Dubbing"	• Both research use Classroom Action Research (CAR) • Both research focus on improving speaking skill	• The previous research used video dubbing as a learning media, but this research used English video as a learning media • Theprevious reseach conducted at first grade students of SMAN Kebakkramat Karanganyar, but this research conducted at class VII A of MTs Annuriyyah Jember
3.	A thesis written by Fadilah Sukma Dewi(2016) entitled Improving Students' Speaking Skills by Using Video Clip at Second Grade of MAN 1 Bandar Lampung"	• Both research focus on improving Speaking skill	• The previous research used video clip as learning media, but this research used English video as a learning media • The previous research used quantitative approach to analyze the data, but this research used Classroom Action Research • The previous research conducted at Social class 1 of MAN 1 Bandar Lampung, but this research conducted at class VII A of MTs Annuriyyah Jember
4.	A thesis written by Eryca Ranauli Manalu and Tina Mariany Arifin (2013) entitled "Improving Students' Speaking Achievement in Oral Descriptive Text by	• Both research focus on improving speaking Both research used video as a media in teaching speaking • Both research	The previous research conducted at grade X-4 in SMAN 17 Medan, but this research conducted at class VII A of MTs Annuriyyah Jember • The previous research calculated the six components scale that

1	2	3	4
	Using Video."	used Classroom Action Research (CAR) • Both research used descriptive text as material.	was grammar, vocabulary, comprehension, fluency, pronunciation, and task), but this research used four components that was vocabulary, pronunciation, grammar and fluency. • The previous research used four technique to collect the data that were observation sheets, interview, questionnaire, and diary notes, but this research used four technique to collect the data that were speaking test, observation, interview and document review.

In conclusion by reading the previous research above , the researcher concluded that there were similarities and differences between this current research and the previous research. The similarity of the previous research and this research was the research teaching speaking skill used video, the previous research used kinds of videos that was video Youtube, video dubbing, and video clip but this research used English video in general, it could be all of videos. The previous research used experimental design in quantitative approach while this research used Classroom Action Research (CAR).

B. **Theoritical Framework**

1. **Speaking Skill**

a. **Concept of Speaking skill**

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.[14]

Thornbury mentions that speaking is interactive and require the ability to cooperate in the management of speaking turns. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language.

According to Harmer stated by Sinta, speaking happens when two people are communicating to each other. It is fairly clear that they are doing so for saying something or delivering message and information. Theyhave some communication purposes and they select from their language store.[15]

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as

[14]H Douglas Brown, *Language Assessment Principles and Classroom Practices,* (Newyork: Longman, 2004), 140.
[15] Sinta Prasetia Trias Sari, "The Use of Videos to Improve the Students' Speaking Skills At Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015"*, (*Thesis, Yogyakarta State University, 2015), 8.

the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.[16]

So, speaking skill is productive skill or spoken language that occur when two people are communicating each other to saying and delivering messages and information.

b. **Types of Classroom Speaking Performance**

According to Brown, the following are types of classroom speaking performance:[17]

1) Imitative

In this type for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular element of language form.

2) Intensive

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

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[16] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice,*(Cambridge: Cambridge University Press, 2008), 19.
[17]H Douglas Brown, *Teaching by Principle*, (California: Longman, 2000), 268.

3) Responsive

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

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

This type carried out more for the purpose of maintaining social relationships than for the transmission of facts and infrmation.

6) Extensive (monologue)

The students at intermediate to advance are suitable to practice extended monologues in the form of oral reports, summaries, or short speeches. Those monologues can be planned or impromptu.

In this research, the researcher used extensive (monologue) type of classroom speaking performance. The students had to perform something or oral reports that was describe people and animals in front of class.

c. **Speaking Difficulties**

According to River, the main goal of teaching speakig is to develop the communicative efficiency. These difficulties are due to a lack of interest in the subject, poorlistening practice, deficient vocabulary, or lack of self confidence and fear of making mistakes.[18]

1) Lack of interest in the subject

Most of the students in foreign language classroom stay silent because they have nothing to say this may be because the teacher has chosen topic about which you don't know very little. The Common expiration second language learners use when they are imposed to participate in a given topic is 'I have nothing to talk about',' I don't know' , 'No comment' or they keep silent. These expression are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers say that " the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express whether in the native language or the foreign language".

Baker and Westrup support that many students find it difficult to answer when teacher ask them to say anything in the target language. the learners may have only some ideas to talk about: they may not know how to use some vocabulary or they

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[18] Saci Sihem, "Using Video Techniques to develop Students' Speaking Skill", (Dissertation, Mohamed KHIDER University of Biskra, 2013), 25.

are not sure of the grammatical correctness. also students could not carry out the discussion on topics that are not interesting for them

2) Poor listening practice

Listening plays a major role in the interactions that occurs between two or more people. Students may have an experience in expressing himself in the foreign language in a conversation. Therefore, the children does not comprehend sufficient elements in the message to be able to make further contribution to the discussion

3) Deficient Vocabulary

Most of the students find difficulties in using the apropriate words when expressing their thoughts so they use the simple form of language. The teacher mush be aware of this psychological factor and help his/her students to feel at ease while using the foreign language.

4) Mother tongue use

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and Less exposed to the target language. According to Baker and Westrup "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore the

learners will not be able to use the foreign language correctly if they keep on being influenced by the use of Mother tongue. lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

5) Lack of self confidence and fear of making mistakes

In many classes some students prefer to keep their ideas to themselves because they are afraid of being connected by the teacher however students' mistakes must be corrected but when the student is attempting to encode his thoughts he should be interrupted as little as possible. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood argued that "It is too easy for a foreign language classroom to create inhibition and anxiety." Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the development of communication skills and the feeling of linguistic inferiority.

Students fear to make mistakes especially if they will speak to critical audience. Ur states that "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of criticsm or loosing face or simply shy of the attention that their speech attracts.

6) Low uneven participation

This problem refers to the amount of each student's time of talking. Rivers claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course.

Harmer suggest streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is ne of the teacher's responbilities.

d. **Functions of Speaking**

Numerous attempts have been made to classify the funtion of speaking in human interaction. Brown and Yule made a useful distinction between the interactional fuctions of speaking, which it serves to establish and maintain social relations and the transactional

functions, which focus on the exchange of information. These are the function of speaking: [19]

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to befriendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circustances, and their nature has been well described by Brown and Yule.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk that can be distinguished has been called talk as performance. This refers to public talk, that transmits information before an audience, such as classroom

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[19] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice,*(Cambridge: Cambridge University Press, 2008), 21.

presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g,. a speech of welcome), and is closer to written language than conversational language.

e. **Elements of speaking**

There are five elements used in speaking skill such as pronunciation, grammar, vocabulay, fluency, and comprehension:

1) Pronunciation

Pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in the context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation.[20] According to Penny Ur, the concept of 'pronunciation' may be said to include : the sounds of the language or phonology, stress and rhythm, and intonation.[21]

2) Grammar

According to Harmer, grammar is not just concerned with syntax, however. The way words are formed and can change their form in order to express different meanings, is also at the heart of grammatical knowledge. Grammar can thus be partly seen as a

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[20] Ronald Carter & David Nunan, *Teaching English to Speakers of Other Languages,* (Cambridge: Cambridge, 2004),56.

[21] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 1996), 47

knowledge of what words can go where and what form these words should take. Studying grammar means knowing how different grammatical elements can be strong together to make chains of words.[22] Grammar is sometimes defined as the way words are put together to make corect sentences[23]

3) Vocabulary

According to Penny Ur, vocabulary can be defined, roughly as the words we teach in the foreign language.[24] Harris states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually impossible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom are virtually that of native speaker.[25]

4) Fluency

In learning speaking, fluency is the goal for many language learners. Fluency can be determined as the ability to speak with reasonably fast speed and with a small number of pauses and

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[22] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 12.

[23] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 1996), 75.

[24] ibid., 60.

[25] Lia Selfia Yunita, "The Effectiveness of Using Video Youtube Toward Students' Speaking Ability at the Second Grade of MTs PSM Mirigambar, Tulungagung", (Thesis, State Islamic Institute of Tulungagung, 2015), 11.

"ums" or "ers". The conditions indicate that the speaker does not need to spend a lot of time searching for the language items needed to express the message.

5) Comprehension

Comprehension is the ability to understand something. To conduct a good communication orally, speakers must understand what others say. An oral communication certainly requires a subject to respond to speech likewise to imitate it.[26] Comprehension in speaking context refers to our capability on understanding. Moreover, comprehension needs good and quick thinking in speaking. Speaking will successfully flow when people having interaction can obtain the message in target language.[27]

In this research, the researcher uses 4 elements to evaluated the speaking test that is vocabulary, pronutiation, grammar and fluency.

f.   Classroom speaking activities

According to Harmer, there were 5 classroom speaking activities, these are kind of classroom speaking activities:[28]

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[26] Rio Herwanto, "Factors That Cause Language Anxiety in the English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta", (Thesis, Yogyakarta State University,2013), 11

[27] Jack C. Richards and Theodore S., *Approaches and Methods in Language Teaching*, Second Edition, (New York: Cambridge University Press, 2001),180.

[28] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 269.

1) Acting from a script

We can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2) Communication games

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

3) Discussion

One of the reason that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

4) Prepared talks

A popular kins of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designes for informal spontaneous conversation, because they are prepared, they are more 'writing-

like' than this. However, if possible, students should speak from notes rather than from a script.

5) Simulation and role-play

Many students derive great benefir from simulation and role-play. Studens 'simulate' a real-life encounter as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necesaarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students forspecific situations especially where they are studying ESP.

In this research, the researcher used prepared talks in classroom speaking activities where a student or students makes a presentation on a topic of their own choice.

g. **Characteristic of a succesful speaking activity**

According to Penny Ur, speaking seems intuitively the most important, people who know a language are reffered to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. These are four characteristic of a succesful speaking activity:[29]

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[29] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 1996), 120

1) Learners talk a lot

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

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contribution are fairly evenly distributed.

3) Motivation is high

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

4) Language is of an acceptable level

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

The students who had four characteristic that were: learners talk a lot, participation is even, motivation is high and language is of an acceptable level, they were succesful in speaking activities. They automaticaly had a good a score in each element of speaking.

2. **English Video As A Learning Media**

a. **Media**

Media are any devices that can be used to transmit any knowledge or information to the people. Media provide message with an instructional purpose. For the learners, media will send out facts, skills, attitudes, knowledge or additional materials to make learning easier, as it intends to help both the teacher to teach reflectively and the learner to grasp the lesson effectively. In daily life, there are many media that are often seen such as television, radio, book, record, and computer/laptop. Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching. The use of media is needed to ensure an effective communication in order to improve the quality of instruction.

Another definition of media is proposed by Heinich in Arsyad. He cites that media act as mediator that transmits information from resource to receiver. The use of media is needed to ensure an effective communication in order to improve the quality of teaching learning process. Media offer some positive contributions toward the teaching and learning process, for instance, media provide clear context, meaning and guidance that can make students enthusiastic in learning English

Alessi mentions that there are five types of media. Those types can be seen below.

1) Human-based media: teachers, instructors, and tutors

2) Print-based media: books, guidelines, workbooks, and handouts

3) Visual-based media: books, charts, graphics, maps, transparencies, and slide

4) Audiovisual-based media: videos, films, slide-tape programs, and television

5) Computer-based media: CAL (Computer Assisted Learning), interactive videos, and hypertext.

However, the researcher chooses videos as the main media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation by the teacher. In other words, videos can help the teacher in giving materials to the students. Besides, videos seem interested and can motivate students to focus on the teaching and learning process.[30]

b. Video

A video is the technology of electronically capturing recording, processing, storing, transmitting and reconstructing a sequence of still images representing scenes in motion. According to Newby, videos are the display of recorded pictures on television-type

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[30]Sinta Prasetia Trias Sari, "The use of videos to improve the students'speaking skill at class VII B of SMPN 2 Patuk in the academic year of 2014/2015", (Thesis, Yogyakarta State University,2015), 27.

screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video. Futhermore, Richards & Renandya (2000) state that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video is media that consist of visul and audio effect.

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.[31]

c. **Video Types**

There are three basic types of video which can readily be used in class, they are:

1) Off-air programmes

Programmes recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall laguage level, some off-air video is also extremely difficult for students to understand, especially where particularly marked accents are used

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[31] Arum Mustikawati, "The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo", (Yogyakarta State, 2013), 23.

or where there is a high preponderance of slang or regional vernacular. The best programmes and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

2) Real-world video

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise'manuals', wildlife documentaries or comedy provided that there are no copyright restrictions for doing this.

3) Language learning videos

Many publishers now produce free-standing language learning videos – or videos to accompany coursebooks. Frequently these have accompanying workbooks. The main advantage of specially made videos is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interests, and multi-use since they can not only be used for language study, but also for a number of other activities as well.

In this research, the researcher used language learning videos type in teaching speaking because the English video have been designed to accompany coursebooks.

d. Video as part of a lesson

We can use a short video extract as one component in a longer lesson sequence, wheter to illustrate the topic we are working on, to highlight language points, or to settle a class after a noisy activity.

1) Topic : we will often be able to introduce a short two or three minute video extract into a lesson devoted to a particular topic.

2) Language : when a class is working on an are language, whether grammatical, functional, or lexical- or a minute of all three the lesson can be greatly enhanced by a video extract which shows that language in operation. Video extracts can be used to introduce new language, pratise already known items, or analyse the language used in certain typical exchanges and genres

3) Relaxation : Video can occasionally be used for relaxation, but this use must not be overdone since, as we have said, we usually need to make it an active process. But we might show/play a music video at the end of a long lesson or show a quick bit of video film about a place or a person as a bridge between, for example a noisy activity and a quiet one.

The use of video could be relaxation for the students, they felt enjoy when English lesson because of they watch the English video.

e. Video Teaching Technique

Teaching technique which can be used in video- based lessons: viewing techniques. All of the following viewing techniques

are designed to awaken the students' curiosity, through prediction activities, so that when they finally watch the video sequence in its entirety they will have some expectations about it.[32]

1) Fast forward : the teacher presses the 'play' button then fast forwards the video so that the sequence shoots pass silently and at great speed, taking only a few seconds. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

2) Silent viewing (for language) : the teacher plays the tape at normal speed, but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

3) Freeze frame : at any stage during video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

4) Partial viewing : one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, only leaving the edges on view; we can put little square of paper all

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[32] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 282.

over the screen and remove them one-by-one so that what is happening is only gradually reveald.

f. Teaching Speaking with Video

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

1) Guiding the students toward appreciating video as a language learning tool.

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

2) Making the video an integral part of the course

Video's true potential in language learning is only achieved when it is used as an integral part of a course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook.

3) Using short sequences

It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and

systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.

4) Familiarizing oneself with the material

Treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting in the class. If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

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

When planning the lessons, it is important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.[33]

The procedure how to teach speaking using English video in this research are as follows:

a) The researcher gave the students English video that related with the material, the students have to pay attention of it.

b) The researcher asked what was the video talking about and give opportunity to the students to ask question based on the video.

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[33]Arum Mustikawati, "The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo", (Yogyakarta State, 2013),25.

c) The researcher asked students to imitate the English video, it can be dialog or describing something (optional based on the video and related material).

d) The researcher explained materials and gave worksheet to the students to support the English video.

e) The researcher asked the students to come in front of the class to perform something related with the material in pair or individual to know how far they can improve their speaking skill from the implemented media.

The researcher uses simple word/vocabulary to make the students easier to understand and usesd short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.

g. **The Advantages of Using Video**

Harmer stated there are many advantages in using videos in the teaching and learning process ,these are many reason why video can as a special, extra dimension to the learning experience:

1) Seeing language-in-use

One of the main advantages of video is that students do not just hear language, they see it too. this greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual

clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

Video uniquelly allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people cat in other countries, and what they wear.

3) The power of creation

When students use video cameras themselves they are given the potential to creat something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves "doing new things in English."

4) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to

see language in use as well as hear it, and when this coupled with interesting tasks.[34]

Smaldino et al mentions that there are some criteria which should be noticed by teachers about how to use video.

a) Sightlines. Check lighting, seating and volume control to be sure that everyone can see and hear the video.

b) Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.

c) Advance Organizer. List on the chalkboard the main points to be covered in the video.

d) Vocabulary. Preview any vocabulary.

e) Short segments. Show only 8 to 12 minutes of video at any one time. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Teachers do not have to show it all.

f) Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.

g) Follow up. Reinforce the video with meaningful follow up activities.[35]

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[34] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 282.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this study was classroom action research. According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve the problems or to find the answer toward context-specific issues. [36] From that definition, we can assumed that classroom action research is a research conducted in classroom by carrying out a treatment that aims to improve the ability or achievement of students. Classroom action research according to Kemmis and Taggart is a development of the basic concepts in various models of action research, especially classroom actions. Researcher uses the classroom action research method with a spiral model according to Kemmis and Taggart, namely: "The cycle model is carried out repeatedly and continuously (spiral cycle), the longer it is expected that the achievement of the process and the results of the research will be increased". This spiral model is shown in the following image:[37]

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[35] Arum Mustikawati, "The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo", (Yogyakarta State, 2013), 35.
[36] Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), 5.
[37] Ajat Rukajat, *Penelitian Tindakan Kelas*. (Yogyakarta: CV Budi Utama, 2018), 42
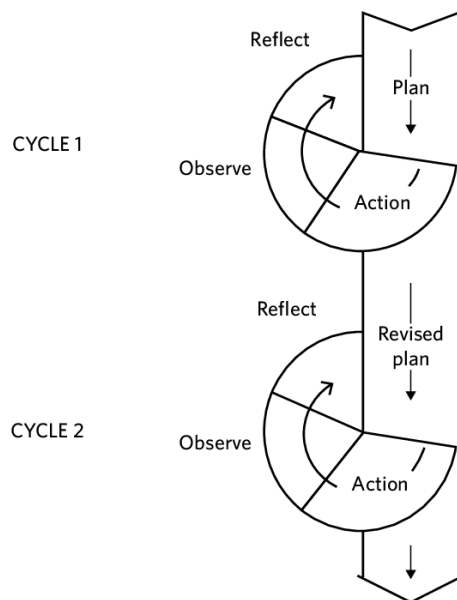
Picture 3.1
The Model of Action Research of Kemmis and Mc. Taggart.

The researcher carries out an action research with the following steps:

1. Planning

   In this phase, the researcher developed action research after identifying problems that was proven by preliminary study before. In planning included the planning for the lesson plan about descriptive text that was include describing people and animals, then prepared materials that was going to be taught in the class based on the syllabus, prepared the media that was English video that appropriate with the material as learning media.

2. Acting

   Action is the realization of planning that was planned before. This step is the implementation of the use of English video as teaching and

learning media. The researcher and the teacher explained the material, prepare laptop and LCD to show the English video. The activity in teaching learning included the students asked to imitate the dialog in the video then they had to make descriptive text of their own, students asked to describe what the video talking about, they could be in group, in pair or individual. The researcher carried out the lesson plan in the classroom step by step.

3. Observing

In this step, the researcher collaborate with the teacher as the collaborator to observed the classroom while implementing the action in each cycle (it will be done 3 times in each cycle) and they observed the class situation, the students' speaking activities, the students' responses to the materials in the teaching learning process, the student's interaction, enthusiasthic participation in disscusion, doing exercise and other activities. They made some notes during observation by using checklist given.

4. Reflecting

After carried out the teaching and learning activities, all the notes from the researcher and the collaborator were collected and reflected. The researcher reflected on what happens in the classroom as an effect of action. Then evaluated the process and result of the implementation of English videos in the class. The minimal mastery level criterion (*Kriteria Ketuntasan Minimal*) of English lesson in MTs Annuriyyah Jember was

70, but the researcher and collaborator teacher agreed that the target score of English lesson was 75. The researcher tried to get the class percentage which pass the target score, the students who get 75 in their speaking performance test, they had passed the test. If the class percentage reached 75%, it means that the cycle must be finished, but if the class percentage did not reach 75% then the next cycle will be continued

The benefit of evaluation to decided what the researcher should do in the next cycle and it would be used for better understanding of knowing improvement on the next planning or action. This step was analyzing the whole action that has been done. Based on the data that has been collected, teacher and the researcher disscussed and made evaluation by analyzing the students's speaking score bythe used of English video, the researcher can decide what the next action will be for the continuing improvement.

B. Research Setting

1. Place of The Research

The researcher held the research in MTs Annuriyyah Kaliwining Jember, which was located on Jl. Darmawangsa No. 142, Kaliwining, Rambipuji, Jember

2. Time of The Research

This research was implemented to improve students speaking skill using English Video. The researcher implement the teaching and learning

activity using English Video in two meetings and one meeting for post-test in each cycle. The research was started from January – March 2020.

C. Research Subject

The subject of this research was the students of the seventh grade of MTs Annuriyyah Kaliwining Jember, especially VII A class. It was consisted of 26 female students. The researcher chose the seventh grade students, because the age level of these students would be more interest in learning by using media exspesially using English video that can help them to learn the material. The students of this class had some problems when learning English, that was low in speaking skill this was marked by very limited vocabulary , many mistakes in pronunciation and had low self-confidence to speak, therefore to overcome these problems, the researcher used English video to make them more interest in learning English so that they could improve their speaking skill.

D. Technique of Collecting Data

In this classroom action research, the researcher collected data by using some techniques of collecting data, those are:

1. Speaking Test

The researcher used the oral test for the students to collect the data. The test used in this study was post-test. The post-test would be taken after applying English video in learning process. The kind of post-test was individual oral test. The researcher gave the test to the students at the end of cycle. The material was about descriptive text, including describing

people and describing animal. The researcher showed the English video in the LCD, the students should identify what is the video talking about. The students should answer by speak up in front of the class by using grammar rule of simple present tense that have been taught before with their teacher. From this activity, the researcher would take score with the collaborator to check the improvement of students' speaking skill.

In this speaking test, there was inter-rater to tolerance the score between the colabolator teacher and the researcher. During the activity of speaking test, the researcher and the collaborator would give a score to the students. It means that by using inter-rater there would be two scores from one students' speaking test. In this research, the tolerance score between the teacher and the researcher was 4. It means that if the teacher gave the students with score 72, so the researcher had to give maximum score to the students about 76 and may not exceed from that's score.

In this test, the researcher used scoring rubric to evaluate students' speaking test. The aspect of speaking that would be evaluated are vocabulary , pronunciation, , grammar, and fluency. Every aspect has 1 until 5 score, which represented low to high score. The students vocabulary would be evaluated because they have learned many of vocabularies with their teacher for example about adjective, so the researcher wanted to check their vocabulary during the test, correct or not, appropriate with the sentence or not. In pronouncing the word, the students should pronounce it correctly because pronunciation related with

vocabulary, when they pronounce correct vocabulary in a sentence but wrong pronunciation, it has different meaning, so the pronunciation was important to evaluated. Then grammar, especially simple present tense that already taught by the teacher, the students had to use the pattern of simple present tense in describing people and animals. If they were understood about it and used it correctly, it means that the grammar was right. The researcher evaluated the fluency because it was really important. Fluency means speaking easily and quickly without stop and if the students could speak English fluently it means that there was improvement on their speaking skill and they enjoy to speak up without any problems.

2. Observation

In this case, the researcher did observation to find the problems and to get the information about the real condition in teaching learning process. The researcher used the observation checklist about situation in the class while teaching learning process, student's participation, student's enthusiastic during the learning process and their braveries in speaking lesson.

3. Interview

Interview was used to collect data / information that cannot be obtained through observation. Data obtained from the results of interviews are processed to be taken into consideration in processing data obtained through interviews and to test the correctness of the answers.[38]The

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[38] Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan,* (Bandung: Alfabeta,2016), 161.

researcher would interview English teacher to obtain information which was related to subject matter of this research such as response the students and the class situation when English video applied in teaching and learning activity what would be happened and whether using English video was appropriate in teaching speaking. Then the researcher would interview the students by asking about the advantages that they get after doing teaching learning speaking process by using English video. So, from interview the researcher would get more data about the use of English video in improving students' speaking skill.

4. Document Review

This technique used to provide information related with the problem. The document review that would be used were lesson plan, English video, Student'speaking score, the presence list of the students class VII A, school profiles and other school devices. The document review would be done before pre-test and post-test done. The document review used for making the research process and the teaching learning process run well.

E. Technique of Analyzing Data

In process analyzing the data, the researcher categorized the data into two, they were qualitative data and quantitative data. It means that all the data gathered from the observations during teaching learning process form planing, acting, observing and reflecting were analyzed qualitatively. While the data obtained from speaking test (post-test) was analyzed quantitatively.

In completing the numerical data, the researcher tried to get the average of students' speaking score within before the implementation and every cycle in order to know how well English video implemented in the classroom.

It is the formula:[39]

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

$\overline{X}$ = mean

x = individual score

n = number of students

Then the researcher tried to get the class percentages which pass the target score. The score that must be attained considering speaking subject is 75 (seventy-five) which was adapted from the agreement of collabolator teacher and the researcher.

It is the formula:[40]

$$P = \frac{F}{N} \text{ x } 100\%$$

P = the class percentage

F = total percentage score (the students who pass the test)

N = number of students

The last, the researcher analyzed the students' speaking score from pre-test up to post-test. It used to know whether students improve their score or not.

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[39] Subana,Moersetyo Rahadi, Sudrajat.*Statistika Pendidikan,* (Bandung: PT. Pustaka Setia, 2015), 63.

[40] Anas Sudijono, *Pengantar Statistik Pendidikan, (*Jakarta: PT. Raja Grafindo Persada, 2000), 43

It is the formula:[41]

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

P = Percentage of students' improvement

y = pre-test result

y^1 = post-test result

F. Validity of Data

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[42]According to Hatch and Farhady, Validity is an extent to which an instrument really measures the objective to be measured and suitable with the criteria .[43]

In this research , the researcher used content validity. Hatch and Farhady states "Content validity is intended to see whether the test is good reflection of what have been taught." Brown stated that if a test actually samples the subject matter about conclusions are to be drawn and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly reffered to as content validity. A test that requires the learner actually to speak within some sort of authentic context does and if a course has perhaps ten objectives but only two

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[41] Nurina Permata Sari, "Improving Students' Speaking Ability by Using Role Play", (Thesis, Syarif Hidayatullah State Islamic University, 2011), 30.

[42] H Douglas Brown, *Language Assessment Principles and Classroom Practices,* (Newyork: Longman, 2004), 22.

[43] Fadilah Sukma Dewi, "Improving Students Speaking Skills by Using Video Clip at Second Grade of MAN 1 Bandar Lampung",(Thesis, Lampung University, 2016), 33.

are covered in a test, then content validity suffers. The most feasible rule of thumb for achieving content validity in classroom assessment is to test performance directly, for example a speaking class that is doing a unit on greetings and exchanges that includes discourse for asking for personal information (name, address, hobbies, etc) with some form focus on the verb to be, personal pronouns and question formation. The test should include all of the above discourse and grammatical elements and involve students in the actual performance of speaking. Simply, content validity is relation between the content of the test related with the material in syllabus and made by people who expert or understand about the test.

G. Research Procedure

The procedures of action research are as follow:

1. Planning the Action

    The researcher prepared everything that related with the research as follow:

    a. Establishing research schedule

Table 3.1
Research Schedule

No	Activities	January				March				May			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-Research				■								
2.	Treatment 1 (cycle 1)					■							
3.	Treatment 2 (cycle 1)					■							
4.	Post-test 1 (cycle 1)					■							
5.	Treatment 1 (cycle 2)						■						
6.	Treatment 2 (cycle 2)						■						
7.	Post–Test 2 (cycle 2)						■						
8.	Report											■	■

b. Preparing lesson plan

c. Preparing media and material

d. Preparing the guidance of observation

e. Establishing criteria of success

f. Establishing analytical scoring rubrics

The students' test would be scored by using the rating scores of oral test by David P. Harris as followed:[44]

Table 3.2
Analytical Scoring Rubrics

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem

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[44] David P. Harris, *Testing English as a Second Language,* (Bombay: Tata McGraw-Hill Publishing Company Itd, 1977), 84

	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar and word order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

g. Establishing research instuments

2. Implementing the Action

First step, the researcher prepared the material and media included LCD, laptop, and speaker. Second, the researcher gave English video to the students that related to the material, the students had to pay attention of it. Third, the researcher gave opportunity to the students to ask question based on the video. Fourth, the researcher asked students to imitate the dialog or describe somethingbased on the English video. Fifth, the researcher explained materials and gave assignment to the students. Sixth, the researcher asked the students to describe (people and animals) and presented in front of the class to know how far they could improve their speaking skill from the implemented media.

3. Observing the Action

Observation is a process of recording and gathering data about any aspects or event that was happening in the teaching and learning activities. In this step, the researcher observed whole the activities which

were happening during the implementation of English video in the teaching and learning process. The researcher made some notes by using checklist givenduring the implementation or treatment.

4. Reflecting the Action

In this step, the researcher analyzed what had been going in the classroom. The reflection conducted to determine the extent to which the English video could improve the students' speaking skill. If there was no improvement in students' speaking skill, the researcher applied the next cycle.

H. Criteria of Success

Classroom Action Research (CAR) is considered as successful if it can exceed the criteria which has been determined. The researcher and English teacher held a collaboration for determining the criteria used in the success of learning. In this study the research would be succed when there was 75% of students could pass the test score that was 75 based on the agreement of the researcher and the collaborator teacher and the mastery level criterion (KKM) was 70 (seventy).The researcher and collaborator expect students to improve their speaking skills not only exceeding one or two points above the KKM, therefore researcher and collaborator agreed to make a minimum score that was 75 to make students tried to get better results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the detail of several activities developed as part of implementation the English video in improving students' speaking skill in the classroom action research. The objective is to present the research finding which provide evidence answering problem statement in chapter one. The description is based on the student's speaking test and observation checklist.

A. Research Findings

Research findings were obtained from the beginning to the end of the teaching and learning process. The study was conducted at MTs Annuriyyah Jember in academic year 2019/2020 January,March and May 2020. The study was conducted in two cycles, the cycle consisted of two meetings for each treatments and the last meeting ofeach cycle was a post-test. It was conducted to find out the improvement in students' speaking skills. For a clear explanation can be seen below:

The Implementation of English Video

The research consisted of two cycles. They were done on January,March and May. After the cycle was done, the researcher conducted post test to know the improvement of the students' speaking skill. The description of the research implementation can be explained as follows:

55

1. **The First Cycle**

   a. Planning

   In this phase, the researcher did pre-observation in MTs Annuriyyah Jember. After knowing the condition of the students based on the discussion with Mrs. Safitri, as the collaborator, the researcher prepared lesson plan, media, observation checklist and materials in cycle one. The researcher arranged the lesson plan that included selected appropriate material. The lesson plan was focused on oral presentation using English video as a learning media, and the material was descriptive text that consist of describing people and describing animal. The reseracher and the teacher designed two meetings for teaching descriptive text using English video and one meeting for post test.

   The researcher with the teacher prepared the media including LCD, speaker, laptop and another devices to show the English video as a learning media and also prepared the materials.

   b. Acting in Cycle 1

   The researcher did the teaching and learning process using English video as a learning media. Here, the researcher acted as the teacher who did the action by teaching students at first grade of MTs Annuriyyah Jember used English video as learning media. The activities in class consisted of three activities. They were pre-activity, main activity and post activity. The pre-activity included opening the

teaching and learning process, suchas greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity the researcher gave the English video related to the material, then the students performedin oral presentation based on the video. The post-activity was reviewing the lesson. Here, the description of the action that was implemented.

1) First meeting

It was held on Saturday March 7th 2020 at 08:20 a.m - 09:40 a.m in the seventh A class of MTs Annuriyyah Jember in academic year 2019/2020. The lesson started at 08:20 a.m, the researcher and Mrs. Safitri came into the seventh A class, Mrs. Safitri was an observer. She was sitting at the backside of the class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing last material that is related with the next material.

In the main activity, the researcher displayed an English video that was a dialogue about describing someone who was missing, the researcher asked students to prepare a notebook to write words that they did not know the meaning of the video being shown. In the video there were 4 sections : audio + subtittle, audio + nonsubtittle , non-audio + subtittle and the last non-audio +nonsubtittle.

Picture 4.1
Describing people's video

The video was played twice, after the video had finished playing, the researcher asked students what the video was talking about. There was one student who answered using Indonesian "*mencari adeknya yang hilang Miss*", there was another student who mix with English "*mencari* sister*nya* Miss", and there were some students who can used English but still wrong in grammar "look for sisters". The researcher asked other things related to the video. The researcher asked "what the older sister did to explain how her younger sister was?" the students were silent, then the researcher asked with Indonesian, the students still silent. The researcher gave another example about what does Nilna looks like, Nilna was one of the student in 7A class. The students tried to describe what Nilna looks like. The researcher told the students that today they would learn about descriptive text, or especially describing people. The researcher explained the material about

descriptive text that was consist of pyhsical appearance, personality, characteristic and additional information.

After the students knew about describing people, the researcher asked to the students to perform or did a role play based on the video. The researcher asked some students to be an older sister, younger sister, the boy and the officer. In the video there was subtitle, but there was no sound, so the sound would be practiced by students who came forward. The students had to imitate what was in the video. After did the role play, the researcher asked some students to describe their deskmate.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 09:40 a.m and the researcher asked the students to try at home about describing their friends and another people in their house. The researcher closed the meeting by saying hamdalah together and salam.

2) Second meeting

It was held on Sunday March 8th 2020 at 11:20 a.m - 12:40 a.m in the seventh A class of MTs Annuriyyah Jember in academic year 2019/2020. The lesson started at 11:20 a.m, the researcher and the collaborator came into the seventh A class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting,

praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

Picture 4.2
Describing animal's video

In the main activity, the researcher displayed an English video containt some descriptions about animals, that was simple description about elephant,monkey, rabbit, giraffe, and lion. The video was played twice, after the video had finished playing, the researcher asked students what the video was talking about. The students answered, that was about describing animal. Then the researcher asked the students "Can you describe more about elephant, except as explained in the video?" Some of them answered at the same time with Indonesian "*telinganya lebar miss*".The researcher guided the students to interpret what is "*telinga lebar*" in English and guided them to make it into a sentence with correct pattern. Then the students answered another description about elephant with correct pattern "It has long tail, It

has four legs". The researcher continued with another animals in the video, This was useful to make them accustomed to describe animals in English.

From describing the animals in the video, they found a lot of vocabularies they did not know before. So, the researchers explained about the vocabulary used to describe animals, such as the animal's body parts, where they live, what their food is and what they can do. After that, the researcher asked some of students to describe their favorite animal in front of class without bringing their notes.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 09:40 a.m and the researcher asked the students to try at home about describing their favorite animals. The researcher closed the meeting by saying hamdalah together and salam.

c. Observing the Action

In observing phase the researcher and the teacher observed the situation in the class while teaching learning process, student's participation, student's enthusiastic during the learning process and their braveries in speaking lesson. The data were described as follows:

Table 4.1
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher			√			3
2.	Students interest in watching the video				√		4
3.	Students answer teacher's question.			√			3
4.	Students ask question to clarify understanding			√			3
5.	Students enthusiasm in doing the task			√			3
Total							16

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention

and respond)

4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The score of the observation as follows:

$$p = \frac{S}{N} \text{ X } 100\%$$

$$= \frac{16}{25} \text{ X } 100\%$$

$$= 64\%$$

According to observation checklist above, it was concluded

that some students did not really pay attention to the researcher as a

teacher. Some of students focused in watching the video but when the researcher asked some questions the students just kept silent. They were not enthusiastic in doing the task, they always say "I dont know miss" when the researcher asked them to perform in front of class. The classroom condition was still uncontrolled yet, there were still some students who disturbed the other students while the teaching and learning process. Based on the observation note that had been taken by the observer, the observer suggested to the researcher to give more explanation and example in simple way. The students also looked shy and were not confident to speak English.

d. Evaluating and Reflecting

In this phase the researcher and the teacher evaluated and reflectedthe action in cycle 1. In the last meeting in cycle 1, the researcher did post-test 1. It was held on Tuesday March 10th 2020 at 11:20 a.m - 12:40 a.m in the seventh A class of MTs Annuriyyah Jember in academic year 2019/2020. The test was to know the improvement of students' speaking skill. The post-test was about describing their deskmate, and their favorite animal.

The data of students's speaking post-test 1 score could be seen as follow:

Table 4.2
The Student's Speaking Post-Test 1 Score

No	Name	V	P	G	F	Total Score	FAIL/ PASS
1	ADR	4	4	4	4	80	PASS
2	ADN1	3	3	3	3	60	FAIL
3	ADN2	2	3	3	3	55	FAIL
4	ANA	4	4	4	4	80	PASS
5	DSH	3	2	2	3	50	FAIL
6	FLZ	4	4	4	4	80	PASS
7	FN	3	3	3	3	60	FAIL
8	FM	4	4	4	4	80	PASS
9	GPK	3	3	3	3	60	FAIL
10	HS	3	2	2	3	50	FAIL
11	HI	4	4	4	4	80	PASS
12	KR	3	3	3	3	60	FAIL
13	LQ	3	3	3	3	60	FAIL
14	MAN	4	4	4	4	80	PASS
15	NIA	4	4	4	4	80	PASS
16	NA	3	3	3	3	60	FAIL
17	NAM	3	3	3	3	60	FAIL
18	NBS	3	3	3	3	60	FAIL
19	NGL	4	4	4	5	85	PASS
20	OIF	4	4	4	4	80	PASS
21	RS	4	4	4	4	80	PASS
22	SN	2	2	3	3	50	FAIL
23	ZAN	3	3	3	3	60	FAIL
24	ZNM	3	3	4	3	65	FAIL
25	NA	3	3	3	3	60	FAIL
26	RJ	4	4	4	4	80	PASS
TOTAL		87	86	88	90	1755	11
MEAN		66.92	66.15	67.69	69.23	67.5	
PERCENTAGE							42.30%

Note :

V = Vocabulary   P = Pronunciation

G = Grammar   F = Fluency

In the Post –test 1, the total of students' score was 1.755 and

the total of students who took the test was 26. So, the students' mean

score was:

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

$$= \frac{1755}{26}$$

$$= 67.5$$

The result of the first post test shown the mean score were 67.5, it was mean that the students still had low score in speaking. Only eleven students (42%) who passed the target score that was 75. It means that it took nine students more to reach criteria of succes that was 75%. The observer and the researcher still needed more effort to make them could pass the target score. From the result of both observation and the post test indicated that students' speaking skill were still low, because they were still confused to speak English before they wrote what they wanted to say, so the researcher should give more attention and practices such as gave some vocabularies based on the video to be pronounced and understood by the students after they watched the video to make them braver, more confident to speak English and make their performance better.Some of students focused in watching the video but when the researcher asked some question the students just still kept silent. So, the researcher should provide video with simple words to make them more understand and can answer the researcher's question.

Since the result of both observation and post-test indicated that the action in first cycle did not achieve the criteria of success yet, so the observer and the researcher had to continue to the next cycle.

2. The Second Cycle

a. Planning

The result of reflection demanded the researcher to do better treatment in improving students' speaking skill. In this cycle the researcher tried to do more action in order to overcome the problems that had been found in cycle 1, which were students still low in speaking skill. In this phase the observer and the researcher arranged the new lesson plan that appropriate with the students' condition and chose the appropriate video to make the students understand well about the material. The material was still about describing people and animal. The reseracher would gave more vocabularies , practice the pronunciation together with the students and also explained about grammar deeply. The reseracher and the teacher designed two meetings for teaching descriptive text using English video and one meeting for post test.

The researcher with the teacher prepared the media including LCD, speaker, laptop and another devices to show the English video as a learning media and also prepared the materials.

b. Acting in Cycle 2

The action of the cycle 2 was done on March 14th and 15th 2020. In cycle two, the researcher would teach students by using the same media that was English video. Here, the researcher wished to have more development of students speaking score than the previous

section. The activities in class consisted of three activities. They were pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning process, suchas greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity the researcher gave English video related to the material, the students watched the video, then they perfomed in oral presentation based on the video. The post-activity was reviewing the lesson. Here, the description of the action that was implemented.

1) First meeting

It was held on Saturday March 14th 2020 at 08:20 a.m - 09:40 a.m in the seventh A class of MTs Annuriyyah Jember in academic year 2019/2020. The lesson started at 08:20 a.m, the researcher and the collaborator came into the seventh A class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

In the main activity, the researcher displayed an English video that was about describing people, this video was different with the video in the cycle one, it was more details. The video was about part of body. The video was played twice, it described some of people with different charactheristic to give example to the students how to describe people.

Picture 4.3
Describing people's video

In this meeting focus on vocabulary and pronunciation, the students were asked to repeat what researcher had talked about the part of body and how to make it into a sentence. The researcher started with the question "what does she/he look like", After all parts of body were explained, many students found vocabularies they had known and they could repeat what the researcher had talked about. Then students were asked to describe one of their idol in front of the class.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 09:40 a.m. The researcher asked the students to describepeople as their homework. The researcher closed the meeting by saying hamdalah together and salam.

2) Second meeting

It was held on Sunday March 15th 2020 at 11:20 a.m - 12:40 a.m in the seventh A class of MTs Annuriyyah Jember in

academic year 2019/2020. The lesson started at 11:20 a.m, the researcher and the collaborator came into the seventh A class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing last material that is related with the next material.

In the main activity, the researcher displayed an English video that was about describing animals, this video different with the second meeting, it was more details. The video was about animal's body parts, where they live, what their food is and what they can do. Such as lion, it has small ears, mane, mouth, tail, claws, it has 4 legs, it has sharp teeth and fangs, it can run, it lives in the grasslands and it eat meat. The video was played twice, it described many of animals that made the students more understand how to describe animals.

Picture 4.4
Describing animal's video

In this meeting the students were asked to repeat what researcher had been talked about various parts of the animal's body. While the researcher explaining it, one of student asked "*Miss, apa bedanya* **fur** *sama* **feather** , *kok mirip ya miss?"* then the researcher gave them the explanation about the differences between "fur and feather", "horn and antlers" and so on. After all of body parts explained, many students found new vocabularies they had known, they could repeat what the researcher had talked about and they also more understand about the grammar especially about to be and pronoun. Then students were asked to choose their favorite animal and describe it in front of the class.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 12:40 a.m it's time to go home and the researcher asked the students to try more about describing animals. The researcher closed the meeting by saying hamdalah together and salam.

c. Observing the Action

In observing phase the researcher and the teacher observed the situation in the class while teaching learning process, student's participation, student's enthusiastic during the learning process and their braveries in speaking lesson. The data were described as follows:

Table 4.3
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher					√	5
2.	Students focus in watching the video					√	5
3.	Students answer teacher's question.				√		4
4.	Students ask question to clarify understanding				√		4
5.	Students enthusiasm in doing the task					√	5
	Total						23

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention

and respond)

4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The score of the observation as follows:

$$p = \frac{S}{N} \text{ X } 100\%$$

$$= \frac{23}{25} \text{ X } 100\%$$

$$= 92\%$$

According to observation checklist above, it was concluded

that students were interested in wathching English video as a media in

learning English and they felt enthusiastic in doing the task than in the cycle 1. So, the teaching learning process ran well and students enjoyed the learning activity. Based on the observation note that had been taken by the observer the researcher had implemented the English video as a media in a good way. The management class and time was good enough. The classroom situation also could be handled well, so when the students performed to describe something in front of class, they looked enthusiastic, because after watching the video they knew how the native speakers really are. The students also looked braver and more confident to speak English.

d. Evaluating and Reflecting

In this phase the researcher and the teacher evaluated and reflected the action in cycle 2. In the last meeting in cycle 2, the researcher did post-test 2. It was held on Monday March 16th 2020 at 11:20 a.m - 12:40 a.m in the seventh A class of MTs Annuriyyah Jember in academic year 2019/2020. The test was to know the improvement of students' speaking skill. The post test was about describe one of their family, and their favorite animal different with in the cycle 1.

The result of the post test 2 showed that students' speaking skill was increased from 67.5 in post-test 1 to 83.84 in post-test 2. The score of students can be seen as follows:

Table 4.4
The Student's Speaking Post-Test 2 Score

No	Name	V	P	G	F	Total Score	FAIL/ PASS
1	ADR	4	4	5	5	90	PASS
2	ADN1	3	4	4	3	70	FAIL
3	ADN2	3	4	3	4	70	FAIL
4	ANA	5	5	4	4	90	PASS
5	DSH	3	3	4	3	65	FAIL
6	FLZ	5	4	4	4	85	PASS
7	FN	3	4	4	4	75	PASS
8	FM	5	5	4	4	90	PASS
9	GPK	5	4	5	4	90	PASS
10	HS	3	3	4	4	70	FAIL
11	HI	4	4	4	5	85	PASS
12	KR	4	5	5	4	90	PASS
13	LQ	5	4	4	4	85	PASS
14	MAN	4	5	5	4	90	PASS
15	NIA	5	5	4	5	95	PASS
16	NA	5	5	5	4	95	PASS
17	NAM	4	3	3	3	65	FAIL
18	NBS	5	4	4	4	85	PASS
19	NGL	5	4	4	5	90	PASS
20	OIF	4	5	4	4	85	PASS
21	RS	5	4	4	4	85	PASS
22	SN	4	4	5	4	85	PASS
23	ZAN	5	5	4	4	90	PASS
24	ZNM	4	4	4	5	85	PASS
25	NA	4	4	4	5	85	PASS
26	RJ	5	4	4	5	90	PASS
TOTAL		111	109	108	107	2.180	21
MEAN		85.38	83.84	83.07	82.30	83.846 15	
PERCENTAGE							80.76%

Note :

V = Vocabulary   P = Pronunciation

G = Grammar   F = Fluency

In the Post –test 2, the total of students' score was 2.175 and

the total of students who took the test were 26. So, the students' mean

score was:

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

$$= \frac{2180}{26}$$

$$= 83.84$$

The result of the second post test shown the mean score were 83.84, it was mean that the students had improve their score in speaking. The researcher concluded that implementing English video could improve students speaking skill. In this second cycle students were more motivated to speak in front of class without grumbling because the researcher not only taught the material but also gave more explanation about vocabulay, pronunciation, and grammar from video that consisted of sound and picture that made them more understand about the material, they knew how native speakers really speak. Knowing that the result of both observation and post-test 2 had been achieved the criterion of success, that was 75%, so the researcher and the observer decided to ended the action.

The researcher conducted the post-test of cycle one and cycle two. Based on the result of the post test 2, the researcher can report that there was improvement on student's speaking skill. The mean score between student's pretest and post-test 2 was improved from 56.34 in pretest to 83.84 in post test 2. The student's improving score could be shown by the table bellow:

Table 4.5
The improvement of student's speaking skill

No	Name	pre-test score	post-test 1 score	post-test 2 score
1	ADR	80	80	90
2	ADN1	40	60	70
3	ADN2	40	55	70
4	ANA	80	80	90
5	DSH	55	50	65
6	FLZ	60	80	85
7	FN	40	60	75
8	FM	55	80	90
9	GPK	60	60	90
10	HS	40	50	70
11	HI	80	80	85
12	KR	60	60	90
13	LQ	40	60	85
14	MAN	40	80	90
15	NIA	80	80	95
16	NA	40	60	95
17	NAM	60	60	65
18	NBS	40	60	85
19	NGL	80	85	90
20	OIF	40	80	85
21	RS	50	80	85
22	SN	50	50	85
23	ZAN	80	60	90
24	ZNM	55	65	85
25	NA	40	60	85
26	RJ	80	80	90
SUM		1.465	1755	2.180
AVERAGE		56.346153846	67.5	83.84615

There was improvement of students' scores in speaking skill by using English video. It also can be seen from the mean score of students' speaking skill in pre-test, post-test 1 and post-test 2.From all the calculations above, the researcher could interpret the result after the implementation of Classroom Action Research from cycle 1 up to

Cycle 2. Here the researcher describes the result through diagram below:

Picture 4.5
Students' mean score improvement
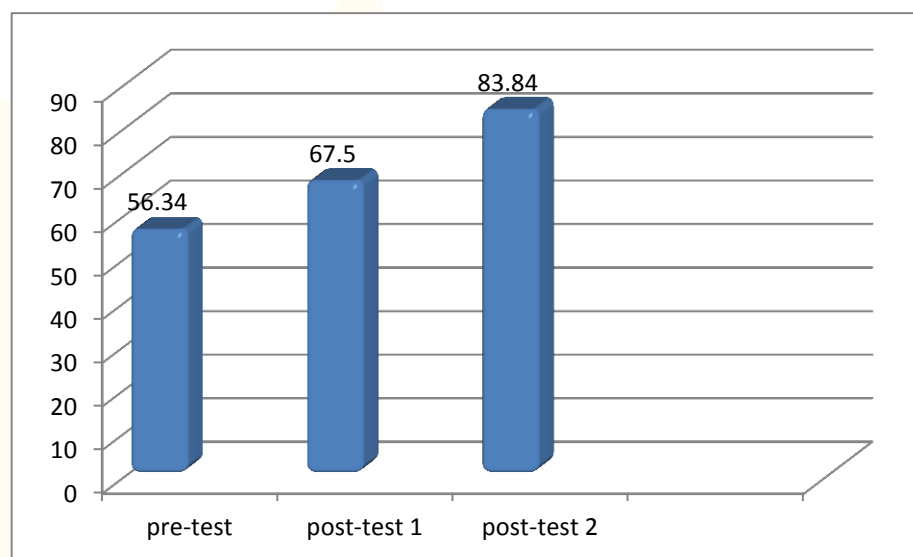
Before implementation the Eglish video to improve students's speaking skill, the researcher gained the data from the result of pre-test. In the pre-test, the mean score was 56.34. After the researcher conducted action research that displaying English video then the researcher identified and calculated the result of post-test 1. The mean score of students in post-test 1 was 67.5. It means the students's mean score improvement was 11.16 (67.5 – 56.34). Next, after the researcher conducted the cycle 2 and did the post-test 2 in order to know the improvement of students's speaking skill in cycle 2. The mean score in post-test 2 was 83.84, and the improving of students's score from post-test 1 topost-test 2 was 16.34 (83.84-67.5).

Furthermore, it can be seen that the improvement of students's speaking mean score from pre-test to post-test 2 was 27.5 (83.84-56.34). The students' scores in these three sheets were varied.The comparison of students' scores can be seen in the following table:

Table 4.6
The Comparison of Students's Scores in Speaking

	Pre-test	Post-test 1	Post-test 2
Lowest score	40	50	65
Highest score	50	85	95
$\overline{X}$	56.34	67.5	83.84
N	26	26	26

In the pretest, the lowest score was 40 and the highest one was 80. In the post-test 1, the lowest score was 50 and the highest score was 85. In the post-test 2, the lowest score was 65and the highest score was 95.

The indicator of students' skill in speaking was if the students have got score $\geq$ 75 which was adapted from the agreement of collabolator teacher and the researcher. The students were passed the test if the students got score $\geq$ 75. To categorize the total of students who past the test was calculated as follow:

$$P = \frac{F}{N} \text{ x } 100\%$$

Note:

P = the class percentage

F = total percentage score (the students who pass the test)

N = number of students

The percentage of students who passed the pre-test was:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{7}{26} \text{ x } 100\%$$

$$= 26.92\%$$

The percentage of students who passed the post-test 1 was:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{11}{26} \text{ x } 100\%$$

$$= 42.30\%$$

The percentage of students who passed the post-test 2 was:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{21}{26} \text{ x } 100\%$$

$$= 80.76\%$$

Table 4.7
The Percentage of Students' Speaking Skill by Using English Video

Test	Total of Students who got score $\geq$ 75	Percentage
Pre-test	7	26.92%
Post-test 1	11	42.30%
Post-test 2	21	80.76%

Based on the table above the result showed the improvement of students' score from pre-test, post test 1 and post-test 2. In the pre-test, there were 7 of 26 students who got score $\geq$ 75 (26.92%). In the post-test 1, there were 11 of 26 students who got score $\geq$ 75 (42.30%). In the post-test 2, there were 20 of 26 students who got score $\geq$ 75

(80.76%). The research would succed if there was 75% of students could pass the test score that was 75 based on the agreement of the researcher and the collaborator teacher, from this data the researcher concluded that the research was succed because there was 80.76% of students could pass the test, and the reseacher decided to stop in cycle two.

The researcher analyzes theimprovement of students' speaking score from pre-test up to post-test 2 used this formula :

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

Note:

P = Percentage of students' improvement

y = pre-test result

y^1 = post-test 2 result

The improvement of speaking score from pre-test to post-test 2 and the element of speaking skill can be seen as follows:

The improvement of speaking score

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$= \frac{83,84 - 56,34}{56,34} \text{ x } 100\%$$

$$= 48.81\%$$

The improvement of Vocabulary

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$= \frac{111-69}{69} \text{ x } 100\%$$

$$= 60.86\%$$

The improvement of pronunciation

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$= \frac{109-70}{70} \text{ x } 100\%$$

$$= 55.71\%$$

The improvement of grammar

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$= \frac{108-71}{71} \text{ x } 100\%$$

$$= 52.11\%$$

The improvement of fluency

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$= \frac{107-82}{82} \text{ x } 100\%$$

$$= 30.48\%$$

From the result above there were improvement of speaking score consisted of vocabulary, pronunciation, grammar and fluency.

B. Discussion

The Implementation of teaching speaking by using English video in the seventh A class of MTs Annuriyyah Jember in academic year 2019/2020: pre activity, main activity, and closing.

In pre-activity the researcher greeted the students, checked students' attendance, gave motivation and explained the purposes of the study. The

researcher also remained the material before to check the students understanding.

The main-activity was conducted using English video. Then the researcher gave explanation about the material. After that the researcher asked the students to describe something in front of class with preparation to make them more prepared to present. During the task, the researcher observed every student to know the problem faced by them. After the preparation was completed and they were ready to present in front of the class, the researcher and the collaborator checked the students vocabulary, pronunciation, grammar anf fluency. The scoring of the students including vocabulary, pronunciation, grammar and fluency.

In using the videos, the researcher used video teaching technique that was viewing technique. Harmer states that the purpose of the viewing techniques is to awaken the students' curiosity through prediction activities. Therefore, when the students watch the video sequence in its entirely they will have some expectations and considerations about it. There are many kinds of viewing techniques and the researcher used silent viewing that was the researcher played the tape at normal speed, but without the sound. Students had to guess what the characters are saying. When they had done this, the researcher played the tape with sound so that they can check to see if they guessed correctly.[45]

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[45] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 282.

In closing the activity, the researcher and the students reviewed or concluded the material on that day. The researcher also explained about what the material that would be discussed in the next meeting.

After analyzing the data which were gathered from speaking test and observation, the researcher presented the result. Based on the primary data that was speaking test, the result of research was indicated that there was improvement on the students' speaking skill using English video as learning media. It was proved by the data that showed the mean score in pretest was 56.34. After the researcher implemented English video, the mean score of the post-test 2 was 83.84. In the pre-test, there were 26.92% (7 of 26 students) who got score $\geq$ 75. In the post-test 2, there were 80.76% (21 of 26 students) who got score $\geq$ 75. The percentage of the improvement scores from pre-test to post test 2 were 48.81% which is consist of the improvement of vocabulary was 60.86%, the improvement of pronunciation was 55,71%, the improvement of grammar was 52.11% and the improvement of fluency was 30.48%.

Concerning to their ability in speaking, their ability about vocabulary was better than before. They could improve their vocabulary and memorized many vocabularies well. They began to know the meaning of vocabulary without looked at their dictionary because the researcher gave more vocabularies in the video, then the students had to write the vocabularies and pronounce it together. The researcher repeat the vocabularies in many times until they memorized it. In the video consisted of picture that related with the

vocabularies that was made them easier to memorize it. Related to Lado, there are several steps that can be taken in learning vocabulary, namely: listening to words, saying words, understanding the meaning, making illustrations in the form of sentences, doing exercises in expressing meaning, saying the words aloud, and writing the words.[46]Their pronounciation also improved, it could be seen when they practiced many vocabularies and pronounced it together and when they spoke up in front of the class they could pronounced it correctly, it means that they understood well. As we know that vocabulary and pronunciation were basic component to create the word and to produce the sencente. Therefore, after they knew many vocabularies that related to the material,they could arrange the sentences and finally they felt confident to spoke up in the class.Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know.[47] If they knew the vocabulary, pronunciation and also grammar,they could speak up fluently.

In teaching and learning process, the students really understand about the grammar or the pattern of simple present tense. They were easy to distinguish about the use of to be for the subject, it could be seen the differences between post-test 1 and post-test 2. After they knew many vocabularies, they could arrange the sentences by using simple present tense. It could happen because they were always practice to speak up during the

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[46] Robert Lado, *Language Teaching. A Scientific Approach*, (Bombay-New Dehli: Tata McGraw-Hill Publishing Co.LTD, 1979), 121.

[47] David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill, 2003), 134

action by using simple present tense. Therefore, they could remember the patterns of simple present tense automatically. As we know that grammar was important to the students in speaking skill. It was related to the statement proposed by Penny Ur that grammar was really important because it used to avoid missunderstanding and to help the other person understand easily about what we talk. When the grammar is full of mistakes, the other people will difficult to express the ideas clearly.[48] Also according to Nunan, sentences areacceptable if they follow the rules set out by the grammar of the language.[49]

The goal of using videos as the main media in teaching speaking was successfully achieved. Video packaged in a number of minutes can provide flexibility for teachers and students with the right selection according to learning needs. The presence of video could bridge the scale of space and time. Objects or events that are difficult to put into practice directly can be packaged in the form of videos[50]According to Harmer, one of the advantages of video is that students do not just hear language, they watch it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply and also motivation, for all of the reasons so far mentioned, most students show

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[48]Penny Ur, *A Course in Language Teaching,* 75
[49] David Nunan, *Practical English Language Teaching,* 153.
[50] Putri Kumala Dewi, Nia Budiana, *Media Pembelajaran Bahasa,* (Malang: UB Press, 2018), 129.

an increased level of interest when they have a chance to see language in use as well as hear it, and when this coupled with interesting tasks.[51]

Based on the observation showed the students' improvement in using English video. From the data gained, the researcher concluded that students more confident when they asked to speak in front of class, the students could answer teacher's question, students tried to ask question to clarify understanding, the students felt enthusiastic in doing the task and the students gave a good attitude and response during teaching learning process. The students were more interested in learning English by using English video, it made them more understand about the material. It means that students's speaking skill could improve by using English video, it was proven by the previous research with the same topic from Sinta and Diyah.

Sinta stated that using videos in the teaching and learning of speaking was proved to improve the students' speaking skill. The students were more enthusiastic and could actively in learning speaking. Moreover, the students were more confident and fluent in speaking practices.[52] Acccording to Diyah, using video as media in teaching speaking can made the process of teaching and learning runs well. This media is very fun to pay attention the students

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[51] Jeremy Harmer, *The Practice of English Language Teaching,* (Cambridge: Longman), 282.
[52] Sinta Prasetia Trias Sari, "The use of videos to improve the students' speaking skill at class VII B of SMPN 2 Patuk in the academic year of 2014/2015", (Thesis, Yogyakarta State University,2015), 114.

and with video the students become more happy and interesting to join the lesson.[53]

Unstructured interview was conducted on Monday 16th March 2020. This interview did after finishing the second cycle. Based on the teacher answer within the interview that the class situation changed after the researcher implemented English video, they were happy to learn English using English video. The students' score improved and the students were more enthusiasticto learn English. English video shown a simple way to make students could speak because they already knew the real dialog of native speaker. The students said that using English videowas suitable for learning English, they were more enthusiastic during the lesson. Most of students were able to improve their score. Based on the result above, the teacher gave positive response toward the implementation English video in improving students's speaking skill. It was concluded that English video can improve the students' speaking skill.

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[53]Diyah Ayu Winanti, "A descriptive study in teaching speaking by using videos at the seventh grade of mts negeri surakarta 1 in the academic year of 2016/2017", (Thesis, The State Islamic Institute of Surakarta, 2017), 75.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter decribes the conclusions obtained from the preliminary study, post-test1 and post-test2, and the improvement of students' speaking skill by using English video. The description based on research finding and discusion.

A. Conclusion

The research used English video to teach speaking in seventh A class of MTs Annuriyyah Jember in academic year 2019/2020: pre activity, main activity, and closing. Based on the research findings, it can be explained that after the researcher implementing English video, the mean score of the post-test 1 was 67.5; the mean score of the post-test 2 was 74.61. The percentage of the students' who passed the test in the first cycle was 42.30%, then in the second cycle got improvement that was 80.76%. The aspect of speaking which got improvement after implementing the English video were vocabulary, pronunciaion, grammar and fluency. The students could improve their vocabulary and memorized many vocabularies well. They began to know the meaning of vocabulary without looked at their dictionary because the researcher gave more vocabularies in the video. Their pronounciation also improved, it could be seen when they practiced many vocabularies and pronounced it together and when they spoke up in front of the class they could pronounced it correctly. The students really understand about the grammar or the pattern of simple present tense. They were easy to distinguish about the use of to be for the subject. After they knew many vocabularies,

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they could arrange the sentences by using simple present tense. If they knew the vocabulary, pronunciation and also grammar,they could speak up fluently. Therefore, the result above showed that the students' speaking skill can improve by using English video.

B. Suggestion

After drawing the conclusions of the research, some suggestions for English teacher, students, and the next researcher in this paper can be proposed and hopefully can be useful for the readers. Those suggestions were:

1. For English Teacher

The researcher hopes that the teacher provides a variety of media that can be used to attract students' attention in learning English. because the media really helps students to better understand and transfer their ideas. The English teacher should create an enjoyable situation in teaching and learning process so that the students could involve actively in class.

2. For the Students

The students must pay attention when the teacher explains to get understanding. They must have high motivation in each of them to want to learn English for their own good. To learn speaking, students must practice a lot and be confident to try it wherever and whenever. This is good for improving their speaking skill.

3. For the next researcher

The researcher hopes this research can be useful and be a reference for the next researcher in order to have better teaching learning process, especially in teaching speaking skill.

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Title	Variable	Indicator	Source of Data	Research Method	General Question

IMPROVING STUDENTS ' SPEAKING SKILL BY USING ENGLISH VIDEO AT CLASS VII A OF MADRASAH TSANAWIYAH ANNURIYYAH JEMBER IN ACADEMIC YEAR 2019/2020	ENGLISH VIDEO	1. The procedure of English Video as a media
		2. The advantages of English Video as a media
		3. Language use
			Students' speaking score (pre-test and post-test)	1. Research Design
				   Classroom Action Research
				
				2. Data Collection method
				  a. Speaking test (pre-test and post-test)
				  b. Obsevation
				  c. Interview
				  d. Document Review
				
				3. Data Analysis technique :
				  a. Qualitative
				    Stage of CAR :
				     1) Planning
				     2) Acting
				     3) Observing
				     4) Reflecting
					1. How can English video improve the students' speaking ability at class VII A of MTs Annuriyyah Jember?

	STUDENTS' SPEAKING SKILL	1. Vocabulary 2. Pronunciation 3. Grammar 4. Fluency		b. Quantitative $X = \frac{\Sigma x}{N}$ X = Mean Σx = individual score N = number of students $P = \frac{F}{N}$ x 100% P = the class percentage (students who pass the test) F = total percentage score N = Number of students	

				$P = \frac{y1-y}{y}$ x 100% P = percentage of students' improvement y = pre-test result y1 = post-test 1 4. Criteria of Succes : 75%	

Appendix 2

YAYASAN ANNNURIYYAH KALIWINING

MADRASAH TSANAWIYAH ANNURIYYAH
"TERAKREDITASI B"

Jalan Dharmawangsa 142, Kaliwining, Rambipuji, Jember, 68152

LESSON PLAN 1

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : MTs Annuriyyah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : 7 / Genap

MateriPokok   : teks deskriptif (describing people)

Alokasiwaktu   : 40' (1x pertemuan)

A. Kompetensi Inti

KI 1   :   Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2   :   Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   :   Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B.   Kompentesi Dasar

KD 3   :   3.7   Membandingkan fugsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.

KD 4   :   4.7   Teks deskriptif

C.   Indikator

3.7.1 Siswa dapat menyebutkan kosakata yang berhubungan dengan deskripsi orang.

3.7.2 Siswa dapat menirukan percakapan tentang deskripsi orang berdasarkan video yang ditampilkan.

4.7.1 Siswa dapat mendeskripsikan teman sebangku secara lisan.

4.7.2 Siswa dapat mendemonstrasikan teks deskriptif secara lisan di depan kelas.

D.   Materi Pembelajaran

1. **Materi Reguler**
   - Fungsi sosial (Factual)
     - o   Mendeskripsikan, mengenalkan,memuji, mengidentifikasi, mengkritik
   - Struktur teks (Procedural)
     - o   Memulai
     - o   Menanggapi (diharapkan/di luar dugaan)
   - Unsur Kebahasaan (Conceptual)
     - o   Pertanyaan dan pernyataan terkait deskripsi orang dalam bentuk lisan
     - o   Penggunaan kalimat *simplepresenttense* (*The girl is cute*)
     - o   Penggunaan Subjek Pronoun (*I, You , She , He , My, Her , His , Your*)
     - o   Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan
   - Topik
     - o   Mendeskripsikan orang yang dapat menumbuhkan perilaku yang termuat di KI

E.   Metode Pembelajaran

1. Pendekatan pembelajaran : *Scientific*
2. Model pembelajaran   : Inkuiri
3. Metode Pembelajaran   : Diskusi dan demonstrasi

F.   Media dan Sumber Belajar

1. Media pembelajaran   : Laptop, LCD, Speaker , papan tulis, spidol, lembar kerja siswa (LKS)

2. Sumber belajar :

    a. Lastari. 2013. *Bahasa Inggris Kelas VII SMP/MTs*. Surakarta : Putra Nugraha.

    b. Wachidah,Siti. 2017. *When English Rings a Bell Kelas VII SMP/MTs*. Jakarta : Kemendikbud.

    c. www.youtube.com

G. Langkah – Langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. **Apersepsi** 1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi	5 menit
B. Kegiatan Inti :	
1. Mengamati • Guru menampilkan video percakapan tentang deskripsi orang mencakup subtitle dan suara • Peserta didik mengamati video yang telah ditampilkan.	
2. Menanya • Guru bersama peserta didik mengidentifikasi makna dari video yang ditampilkan. • Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam video yang ditampilkan.	
3. Mengumpulkan Informasi • Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam video yang ditampilkan. • Guru menjelaskan materi tentang teks deskriptif	70 menit
4. Menalar/Mengasosiasi • Peserta didik menirukan percakapan yang ada di video mencakup subtitle saja.	
5. Mengkomunikasikan • Peserta didik mendeskripsikan teman sebangku dalam bentuk teks deskripsi.	

	• Peserta didik menampilkan hasil teks deskripsi teman sebangku yang telah disusun di depan kelas.	
	6. Generalisasi Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil teks deskripsi tersebut.	
C. Kegiatan Akhir :		
	1. Memfasilitasi dalam menemukan kesimpulan tentang teks deskriptif orang 2. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. 3. Meminta beberapa peserta didik untuk megungkapkan manfaat mempelajari mendeskripsikan orang 4. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

A. Penilaian

1) **Teknik Penilaian**
   a. Sikap   : Observasi
   b. Pengetahuan : Tes lisan
   c. Keterampilan : Unjuk Kerja (berbicara)

2) **Instrumen Penilaian**

Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
4	Grammar					
3	Fluency					

• Analytical scoring rubric

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult

	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar andword order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{Nilai maksimal} \times 100$$

LESSON PLAN 2

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTs Annuriyyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 7 / Genap

MateriPokok : teks deskriptif (describing animal)

Alokasiwaktu : 40' (1x pertemuan)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan

alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   :   Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B.   Kompentesi Dasar

KD 3   :   3.7   Membandingkan fugsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.

KD 4   :   4.7   Teks deskriptif

C.   Indikator

3.7.1 Siswa dapat menyebutkan kosakata yang berhubungan dengan deskripsi hewan.

3.7.2 Siswa dapat mengidentidikasi hewan yang telah dideskripsikan oleh guru

4.7.1 Siswa dapat mendeskripsikan hewan kesukaan secara lisan.

4.7.2 Siswa dapat mendemonstrasikan teks deskriptif secara lisan di depan kelas.

D.   Materi Pembelajaran

1. **Materi Reguler**
   - Fungsi sosial (Factual)
     - Mendeskripsikan, mengenalkan,memuji, mengidentifikasi, mengkritik
   - Struktur teks (Procedural)
     - Memulai
     - Menanggapi (diharapkan/di luar dugaan)
   - Unsur Kebahasaan (Conceptual)
     - Pertanyaan dan pernyataan terkait deskripsi hewan dalam bentuk lisan
     - Penggunaan kalimat *simplepresenttense* (*The cat is cute*)
     - Penggunaan kata sifat (*adjective)*
     - Penggunaan Subjek Pronoun (*It , She , He , Her , His*)
     - Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan
   - Topik
     - Mendeskripsikan hewan yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1. Pendekatan pembelajaran : *Scientific*
2. Model pembelajaran : Inkuiri
3. Metode Pembelajaran : Diskusi dan demonstrasi

F. Media dan Sumber Belajar

1. Media pembelajaran : Laptop, LCD, Speaker , papan tulis, spidol, lembar kerja siswa (LKS)
2. Sumber belajar :
   a. Lastari. 2013. *Bahasa Inggris Kelas VII SMP/MTs*. Surakarta : Putra Nugraha.
   b. Wachidah,Siti. 2017. *When English Rings a Bell Kelas VII SMP/MTs*. Jakarta : Kemendikbud.
   c. www.youtube.com

G. Langkah – Langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. **Apersepsi** 1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi.	5 menit
B. Kegiatan Inti :	
1. Mengamati • Guru menampilkan video tentang deskripsi hewan. • Peserta didik mengamati video yang telah ditampilkan.	70 menit
2. Menanya • Guru bersama peserta didik mengidentifikasi makna dari video yang ditampilkan. • Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam video yang ditampilkan.	

	3. Mengumpulkan Informasi • Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam video yang ditampilkan. • Guru menjelaskan materi tentang teks deskriptif hewan.	
	4. Menalar/Mengasosiasi • Peserta didik mengidentifikasi deskripsi hewan yang telah di deskripsikan oleh guru • Peserta didik mendeskripsikan hewan yang ditunjukan oleh guru	
	5. Mengkomunikasikan • Peserta didik mendeskripsikan hewan kesukaan mereka dalam bentuk teks deskripsi. • Peserta didik menampilkan hasil teks deskripsi hewan kesukaan yang telah disusun di depan kelas.	
	6. Generalisasi • Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil teks deskripsi tersebut.	
C. Kegiatan Akhir :		
	1. Memfasilitasi dalam menemukan kesimpulan tentang teks deskriptif orang 2. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. 3. Meminta beberapa peserta didik untuk megungkapkan manfaat mempelajari mendeskripsikan orang 4. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

B. Penilaian

1) Teknik Penilaian
a. Sikap   : Observasi
b. Pengetahuan   : Tes lisan
c. Keterampilan   : Unjuk Kerja (berbicara)

2) Instrumen Penilaian
Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
4	Grammar					
3	Fluency					

• Analytical scoring rubric

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker

	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar andword order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Nilai maksimal = 20

Nilai = $\frac{\text{Nilai yang di dapat}}{Nilai maksimal}$ x 100

LESSON PLAN 3

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : MTs Annuriyyah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : 7 / Genap

MateriPokok   : teks deskriptif (describing people)

Alokasiwaktu   : 40' (1x pertemuan)

A. Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2   : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompentesi Dasar

KD 3 : 3.7   Membandingkan fugsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.

KD 4 : 4.7   Teks deskriptif

C. Indikator

3.7.1 Siswa dapat menyebutkan kosakata tentang bagian tubuh dan karakteristik orang.

3.7.2 Siswa dapat menirukan kosakata tentang bagian tubuh dan karakteristik orang yang ada di dalam video

4.7.1 Siswa dapat mendeskripsikan idola mereka secara lisan.

4.7.2 Siswa dapat mendemonstrasikan teks deskriptif secara lisan di depan kelas.

D. Materi Pembelajaran

1. **Materi Reguler**
   - Fungsi sosial (Factual)
     - Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik
   - Struktur teks (Procedural)
     - Memulai
     - Menanggapi (diharapkan/di luar dugaan)
   - Unsur Kebahasaan (Conceptual)
     - Pertanyaan dan pernyataan terkait deskripsi orang dalam bentuk lisan
     - Penggunaan kalimat *simplepresenttense* (*The girl is cute*)
     - Penggunaan Subjek Pronoun (*I, You , She , He , My, Her , His , Your)*
     - Ucapan, tekanankata, intonasi, ejaan, tanda baca, dan tulisantangan
   - Topik
     - Mendeskripsikan orang yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1. Pendekatan pembelajaran : *Scientific*

2. Model pembelajaran   : Inkuiri

3. Metode Pembelajaran   : Diskusi dan demonstrasi

F. Media dan Sumber Belajar

1. Media pembelajaran   : Laptop, LCD, Speaker , papan tulis, spidol, lembar kerja siswa (LKS)

2. Sumber belajar   :

   a. Lastari. 2013. *Bahasa Inggris Kelas VII SMP/MTs*. Surakarta : Putra Nugraha.

   b. Wachidah, Siti. 2017. *When English Rings a Bell Kelas VII SMP/MTs*. Jakarta : Kemendikbud.

   c. www.youtube.com

G. Langkah – Langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran	5 menit

	berdasarkan kompetensi dasar.	
	3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.	
	4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.	
	5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.	
	Apersepsi	
	1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi	
B. Kegiatan Inti :		
	1. Mengamati • Guru menampilkan video tentang bagian tubuh dan karakteristik orang • Peserta didik mengamati video yang telah ditampilkan.	
	2. Menanya • Guru bersama peserta didik mengidentifikasi makna dari video yang ditampilkan. • Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam video yang ditampilkan.	
	3. Mengumpulkan Informasi • Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam video yang ditampilkan. • Guru menjelaskan materi tentang teks deskriptif.	70 menit
	4. Menalar/Mengasosiasi • Peserta didik menirukan kosakata dan membuatnya dalam kalimat.	
	5. Mengkomunikasikan • Peserta didik mendeskripsikan idola mereka dalam bentuk teks deskripsi • Peserta didik menampilkan hasil teks deskripsi idola mereka yang telah disusun di depan kelas.	
	6. Generalisasi • Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil teks deskripsi tersebut.	
C. Kegiatan Akhir :		
	1. Memfasilitasi dalam menemukan kesimpulan tentang teks deskriptif orang 2. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. 3. Meminta beberapa peserta didik untuk megungkapkan manfaat mempelajari mendeskripsikan orang 4. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

C. Penilaian

1) Teknik Penilaian
    a. Sikap   : Observasi
    b. Pengetahuan   : Tes lisan
    c. Keterampilan   : Unjuk Kerja (berbicara)

2) Instrumen Penilaian
Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
4	Grammar					
3	Fluency					

- Analytical scoring rubric

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker

	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar andword order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{Nilai maksimal} \times 100$$

LESSON PLAN 4

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : MTs Annuriyyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 7 / Genap

MateriPokok   : teks deskriptif (describing animal)

Alokasiwaktu   : 40' (1x pertemuan)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompentesi Dasar

KD 3 : 3.7 Membandingkan fugsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.

KD 4 : 4.7 Teks deskriptif

C. Indikator

3.7.1 Siswa dapat menyebutkan kosakata bagian tubuh hewan.

3.7.2 Siswa dapat mengidentidikasi hewan yang telah dideskripsikan oleh guru

4.7.1 Siswa dapat mendeskripsikan hewan kesukaan secara lisan.

4.7.2 Siswa dapat mendemonstrasikan teks deskriptif secara lisan di depan kelas.

D. Materi Pembelajaran

1. **Materi Reguler**
   - Fungsi sosial (Factual)
     o Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik
   - Struktur teks (Procedural)
     o Memulai
     o Menanggapi (diharapkan/di luar dugaan)
   - Unsur Kebahasaan (Conceptual)
     o Pertanyaan dan pernyataan terkait deskripsi hewan dalam bentuk lisan
     o Penggunaan kalimat *simplepresenttense* (*The cat is cute*)
     o Penggunaan kata sifat (*adjective)*
     o Penggunaan Subjek Pronoun (*It , She , He , Her , His*)
     o Ucapan, tekanankata, intonasi, ejaan, tanda baca, dan tulisantangan
   - Topik
     o Mendeskripsikan hewan yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1. Pendekatan pembelajaran : *Scientific*
2. Model pembelajaran : Inkuiri
3. Metode Pembelajaran : Diskusi dan demonstrasi

F. Media dan Sumber Belajar

1. Media pembelajaran : Laptop, LCD, Speaker , papan tulis, spidol, lembar kerja siswa (LKS)
2. Sumber belajar :
   a. Lastari. 2013. *Bahasa Inggris Kelas VII SMP/MTs*. Surakarta : Putra Nugraha.

b. Wachidah,Siti. 2017. *When English Rings a Bell Kelas VII SMP/MTs*. Jakarta : Kemendikbud.

c. www.youtube.com

G.   Langkah – Langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. **Apersepsi** 1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi.	5 menit
B. Kegiatan Inti :	
1. Mengamati • Guru menampilkan video bagian tubuh hewan • Peserta didik mengamati video yang telah ditampilkan.	
2. Menanya • Guru bersama peserta didik mengidentifikasi makna dari video yang ditampilkan. • Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam video yang ditampilkan.	
3. Mengumpulkan Informasi • Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam video yang ditampilkan. • Guru menjelaskan materi tentang teks deskriptif hewan.	70 menit
4. Menalar/Mengasosiasi • Peserta didik mengidentifikasi deskripsi hewan yang telah di deskripsikan oleh guru. • Peserta didik mendeskripsikan hewan yang ditunjukan oleh guru.	
5. Mengkomunikasikan • Peserta didik mendeskripsikan hewan kesukaan mereka dalam bentuk teks deskripsi • Peserta didik menampilkan hasil teks deskripsi	

	hewan kesukaan yang telah disusun di depan kelas.	
	6. Generalisasi • Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil teks deskripsi tersebut.	
C. Kegiatan Akhir :		
	1. Memfasilitasi dalam menemukan kesimpulan tentang teks deskriptif orang 2. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. 3. Meminta beberapa peserta didik untuk megungkapkan manfaat mempelajari mendeskripsikan orang 4. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

D. Penilaian

1) **Teknik Penilaian**
   a. Sikap   : Observasi
   b. Pengetahuan   : Tes lisan
   c. Keterampilan   : Unjuk Kerja (berbicara)

2) **Instrumen Penilaian**

Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
4	Grammar					
3	Fluency					

• Analytical scoring rubric

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult

	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar andword order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{Nilai maksimal} \times 100$$

CUPLIKAN VIDEO

Video lesson plan 1 dan 3 tentang deskriptif orang

Video lesson plan 2 dan 4 tentang deskriptif hewan

Appendix 3

Documentation

1. Picture 1

2. Picture 2

3. Picture 3

4. Picture 4

5. Picture 5

Appendix 4

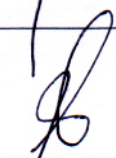# RESEARCH JOURNAL ACTIVITIES

Name   : Irene Apriliana Setyo

NIM   : T20166015

Title   : Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020

Location : MTs Annuriyyah Jember

No	Day/Date	Activity	Initials
1.	Thursday, 05th March 2020	The researcher gives a "Surat permohonan penelitian" to the school and discusses with English teacher	
2.	Saturday, 07th March 2020	The reseracher implements the action (first meeting) in cycle one	
3.	Sunday, 08th March 2020	The reseracher implements the action (second meeting) in cycle one	
4.	Tuesday, 10th March 2020	The reseracher implements the action (third meeting) in cycle one	

5.	Saturday, 14th March 2020	The reseracher implements the action (first meeting) in cycle two	
6.	Sunday, 15th March 2020	The reseracher implements the action (second meeting) in cycle two	
7.	Monday, 16th March 2020	The reseracher implements the action (third meeting) in cycle two	
8.	Wednesday, 05th August 2020	The researcher asks for a letter of research finishing	

Jember, 05th August 2020

Headmaster of Madrasah,

Hj. Umi Hanik, SH.

Appendix 5

The Presence list of VII A Class

No	Name
1	Afifah Dian Rahmadani
2	Andan Dina Novia Putri
3	Andan Dini Novia Putri
4	Asy - Syifa Nur Aisyah
5	Devi Sa'adatul Hasanah
6	Falupi Lutfiana Zahrah
7	Farah Nazihah
8	Fitrotul Masitoh
9	Garnis Prastia Khoirul
10	Haniyatus Sakdiyah
11	Hikmatul Imtihana
12	Khofidhotur Rofiah
13	Laelatul Qomariyah
14	Mufrida Ayu Nirmala
15	Nafisah Izzatul Aulia
16	Naila Afkarina
17	Najwa Aulia Muhammad
18	Nila Barokatus Syifa
19	Nilna Ghina Latifa
20	Orchita Innasya Fidtroh
21	Rhevina Syahira
22	Sinta Nuriah
23	Zahwa Aghnia Nurtri A.
24	Zahra Nur Maulidya
25	Noer Amalia
26.	Rohilatul Jannah

Appendix 6

INSTRUMENT VALIDITY

INSTRUCTIONS

1. **Put a check mark (√) in the column according to your opinion**
2. **If there is a need to be revised, please write in the column**

		Aspek yang di nilai	Skala penilaian				Catatan
			1	2	3	4	
A.	**ISI**						
	1.	Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.7 dan 4.7				√	
	2.	Indikator soal sesuai dengan materi				√	
	3.	Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				√	
	4.	Pedoman penskoran sesuai dengan rubrik skor yang telah di tetapkan				√	
	5.	Kesesuaian lokasi waktu dengan soal yang telah disediakan				√	
B.	**KONSTRUK**						
	1.	Soal disusun menggunakan tes lisan untuk mengetahui kemampuan "*speaking*" siswa				√	
	2.	Soal disusun sesuai dengan teori *simple present tense*				√	

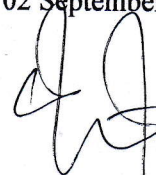|					
	3. Soal *speaking test* disusun sesuai dengan teori *speaking* yang mana mengharuskan siswa untuk berbicara				√	
	4. Penilaian kemampuan *speaking* siswa di adaptasi dari buku David P. Harris				√	
C.	**BAHASA**					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan *grammatical*				√	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna				√	
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik				√	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Jember, 02 September 2020

Nina Hayuningtyas, M.Pd
NIP. 198108142014112003

KISI - KISI SOAL UNTUK *SPEAKING TEST*

Sekolah   : MTs Annuriyyah

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII A

Bentuk Soal   : Oral (Speaking)

Waktu   : 11.20 – 12.40

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.7 Membandingkan fugsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.	Descriptive Text (Simple Present Tense)	Pada pertemuan pertama dan kedua didalam siklus 1 dan 2, peserta didik mendeskripsikan orang dan hewan yang ada di dalam video menggunakan *simple present tense*. Pada *speaking test* siklus 1, setiap peserta didik diminta untuk mendeskripsikan orang (idola) minimal 5 kalimat menggunakan *simple present tense*. Pada speaking test siklus 2 setiap peserta didik diminta untuk mendeskripsikan hewan favorit minimal 5 kalimat menggunakan *simple present tense*.
4. Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan	4.7 Teks deskriptif		

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.			

Appendix 7

Profile of Madrasah Tsanawiyah Annuriyyah Jember

The Madrasah Tsanawiyah Annuriyyah Kaliwining Jember was established by the caretakers of the Annuriyyah Kaliwining Islamic Boarding School Rambipuji Jember. The establishment of MTs Annuriyyah is a realization of the proposal of the guardians of students and the community at a joint meeting and has fulfilled the requirements to establish MTs. Exactly on July 21, 1981, MTs Annuriyyah (specifically for girls) was established, with the provisions domiciled in a boarding house that must continue to MTs and may not proceed to MTs outside the pondok. A year later, on July 21, 1982 the Islamic boarding school Annuriyyah reported officially to the KANDEPAG in Jember. The request was granted and an operational permit and establishment of MTs were granted with proof of the charter.

Academic Year 1982/1983, there was a change of headmaster, this replacement did not last long only lasted 4 months precisely in November 1982 the replacement of the principal was held again. At the end of the 1983/1984 MTs Annuriyyah school year took the final exams by the Madrasah (MTSN 2 Jember), the final exam participants (MTs Annuriyyah students) were placed in their own schools.

MTs Annuriyyah is located on Jalan Darmawangsa No. 142 Kaliwining-Rambipuji-Jember, East Java. MTs Annuriyyah has 6 classes, including class VII two classes (A and B), class VIII two classes (A and B) and class IX two classes (A and B), one principal's office, one teacher's room, or Administration room, one living room, one library room, one computer laboratory room, one mosque in the middle of the pesantren and toilet in the office room and toilet next to the mosque.

1. History Of Establishment Of Mts. Annuriyyah Kaliwining-Rambipuji-Jember

Tsanawiyah Annuriyyah Madrasa Kaliwining-Rambipuji-Jember was established by the caretakers of the Annuriyyah Islamic boarding school, Kaliwining-Rambipuji-Jember, among others;

1. K.H. Abdul Karim Sholeh

2. K. H. Abdullah Musa Sholeh

3. Ny. Hj. Latifah Sholeh

4. K. H. Hablul Barri Sholeh

5. K. H. Abdul Roqib Sholeh

6. Gus Usman Ali Sholeh

7. Gus Moch. Nuru Sholeh

The establishment of Annuriyyah tsanawiyah madrasa is a realization of the proposal of the guardian of students and the community at a joint meeting. Wali santri is aware that the Putri Annuriyyah Islamic Boarding School has met the requirements to establish a Tsanawiyah Madrasah because there are more than enough students. Besides that, there is an interest in santri, mainly students who already have an MI / STTBSD diploma. Even if in 1981 they did not arrive, some of the santri would go home or move to other pesantren.

Given this situation, the guardian of the santri informally submitted the proposal to immediately establish a Madrasah Tsanawiyah. All caregiver families hold the great mandate of the benefits and challenges. For this reason, small meetings are held, both through hospitality and even to official meetings. Finally, on July 21, 1981, MTs was established. Annuriyyah (specifically for girls), with the provisions domiciled in the cottage must continue to MTs / may not continue to MTs outside the cottage. In the beginning there was only one teacher room and two classrooms. And over time get help from the government to fund the development of facilities and infrastructure. For the constraints there are people outside who are not aware of the existence of MTs Annuriyyah. What they know in the annuriyyah environment is that there are only Islamic boarding schools. So that time it was still difficult to get students from outside the cottage.

A year later, on July 21, 1982, the Annuriyyah boarding school only reported it officially to the KANDEPAG in Jember. the request was granted and an operational permit and establishment of MTs were granted with proof of charter No: L.M / 3/599 / B / 1983. In the 1982/1983 school year, a madrasa head was replaced by Ny. Rosyidah. Madrasah chief position by Ny. Rosyidah did not last long, which is 4 months. Precisely in

November 1982, the replacement of the madrasa head was held again by Drs. Moch. Munari Sahi.

End of the 1983/1984 MTs school year. Annuriyyah took the final exam and by the Madrasa parent namely MTsN Jember 2 which was headed by Mr. Anang Saleh BA. The final exam participants are placed in their own schools. In the following years MTs. Annuriyyah is trusted by the parent MTs to be the executive committee in charge of MTs in the area of rambipuji, orphanage, and sukorambi (as many as 9 mts).In 2005 there was a replacement of madrasa head by Mrs. Alfiyah until now in 2020.

2. MTs Annuriyyah's Vision and Mission

a. Madrasah Vision

    Realizing the noble ideals of the nation and the Unitary Republic of Indonesia and the Islamic religion.

b. Vision Indicators

    Formation of knowledgeable, charitable and moral people.

c. Madrasah Mission

1) Improving the quality of education especially the madrasa / pesantren environment and generally within the community

2) Organize teaching and learning processes that can be applied in everyday life

3) Printing graduates according to the needs of the community, religion and the State towards our people

Appendix 8

PRE-TEST SCORE

No	Name	V	P	G	F	Score	Target score	Fail / Pass
1	ADR	4	3	4	5	80	75	PASS
2	ADN1	2	2	2	2	40	75	FAIL
3	ADN2	2	1	2	3	40	75	FAIL
4	ANA	4	4	4	4	80	75	PASS
5	DSH	2	3	3	3	55	75	FAIL
6	FLZ	2	3	3	4	60	75	FAIL
7	FN	2	1	2	3	40	75	FAIL
8	FM	2	3	3	3	55	75	FAIL
9	GPK	2	3	3	4	60	75	FAIL
10	HS	2	2	2	2	40	75	FAIL
11	HI	4	4	4	4	80	75	PASS
12	KR	3	3	2	4	60	75	FAIL
13	LQ	2	2	2	2	40	75	FAIL
14	MAN	2	2	2	2	40	75	FAIL
15	NIA	4	4	4	4	80	75	PASS
16	NA	2	2	2	2	40	75	FAIL
17	NAM	3	3	2	4	60	75	FAIL
18	NBS	2	2	2	2	40	75	FAIL
19	NGL	3	5	4	4	80	75	PASS
20	OIF	2	2	2	2	40	75	FAIL
21	RS	3	2	2	3	50	75	FAIL
22	SN	2	3	2	3	50	75	FAIL
23	ZAN	4	4	4	4	80	75	PASS
24	ZNM	3	2	3	3	55	75	FAIL
25	NA	2	2	2	2	40	75	FAIL
26.	RJ	4	4	4	4	80	75	PASS
Total		69	71	71	82	1.465		7
AVERAGE		53,07	54,61	54,61	63,07	56,34		27%

Note :

V = Vocabulary   P = Pronunciation

G = Grammar   F = Fluency

Appendix 9

<div align="center">

DECLARATION OF AUTHORSHIP

</div>

The undersigned below :

Name	: Irene Apriliana Setyo
Place, date of birth	: Sidoarjo, 24 April 1998
Address	: Larangan Mega Asri C.114 Candi Sidoarjo
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled "Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember,25th July 2020

Author

Irene Apriliana Setyo
NIM. T20166015

Appendix 10

BIODATA OF THE RESEARCHER

Name   : Irene Apriliana Setyo

Place, Date of Birth   : Sidoarjo, 24th April 1998

Address   : Perum. Larangan Mega Asri C.114 Sidoarjo

Gmail Address   : ireneaprilianasetyo@gmail.com

Educational Background

1. SDN Sidokare IV Sidoarjo   (2005-2010)
2. SMPN 1 Wonoayu Sidoarjo   (2010-2013)
3. SMAN 1 Wonoayu Sidoarjo   (2013-2016)

Nomor   : B0077/In.20/3.a/PP.00.9/03/2020   02 Maret 2020
Sifat   : Biasa
Lampiran : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah
Madrasah Tsanawiyah Annuriyyah Jember

Assalamualaikum Wr Wb.

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

Nama   : Irene Apriliana Setyo
NIM   : T20166015
Semester   : VIII (Delapan)
Jurusan   : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai Improving students' speaking skill by using English video at class VII A of Madrasah Tsanawiyah Annuriyyah Jember in academic year 2019/2020 selama kurang lebih 1 bulan

Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Guru mata pelajaran Bahasa Inggris MTs Annuriyyah Jember
2. Siswa kelas 7A MTs Annuriyyah Jember

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Maskudi

SURAT KETERANGAN
Nomor :002/MTs.13.32.557/PP.00.5/08/2020

Yang bertanda tangan di bawah ini :

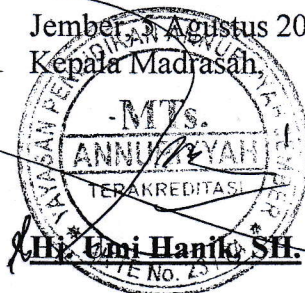|		
N a m a	:	**Hj.Umi Hanik,S.H.**
J a b a t a n	:	Kepala Madrasah
Alamat Madrasah	:	Jl. Darmawangsa No. 142 Kaliwining - Rambipuji – Jember Kode Pos 68152

Dengan ini menerangkan bahwa :

N a m a	:	Irene Apriliana Setyo
Tempat Tanggal Lahir	:	Sidoarjo, 24 April 1998
NIM	:	T20166015
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa
Prodi	:	Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian (research) di Madrasah Tsanawiyah Annuriyyah Kaliwining, terhitung tanggal 5 Maret s/d 16 Maret 2020 guna penulisan skripsi dengan judul **"Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020"**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 5 Agustus 2020
Kepala Madrasah,

Hj. Umi Hanik, SH.