

**THE IMPLEMENTATION OF  
VIDEO-ASSISTED GUIDED CONVERSATION  
TO IMPROVE STUDENTS' SPEAKING SKILL  
AT ELEVENTH GRADE OF MA ANNURIYYAH JEMBER**

**UNDERGRADUATE THESIS**

Submitted to State Institute of Islamic Studies of Jember  
to fulfill one of the requirements  
for Bachelor Degree (*S.Pd*)  
Faculty of *Tarbiyah* and Teaching Training  
English Education Department



**By:**

**Dewi Syaroh Hidayati**  
SRN: T20166037

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
ENGLISH EDUCATION DEPARTMENT  
JUNE 2021**

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Approved by Advisor



**Sofkhatin Khumaidah, M. Pd., M.Ed., Ph.D**

NIP. 196507201991032001

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
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English Education Department

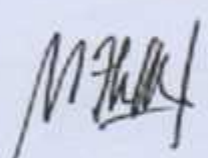
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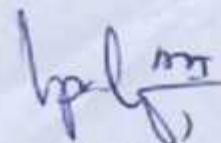

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NIP.197609152005011004

  
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( )  
  
( )

Approved by  
Dean Faculty of *Tarbiyah* and Teaching Training

  
  
Dr. H. Mukni'ah, M.Pd.Ig  
NIP. 196405111999032001

## MOTTO

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ...

Meaning: Allah will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves. (QS. Ar-Ra'd: 11)\*



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\*Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Quran, terj* (Medina Dar-us Salam Publication, 1996)

## **DEDICATIONS**

This undergraduate thesis is presented to my beloved parents; Jakfar Shodiq and Suhaimi who always give me the best pray and always encourage me to do the best, and my beloved sister who always supports me.



## ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamiin. Thanks to Allah SWT who has always given His blessing and guidance, so I could accomplish this undergraduate thesis well. Salawat and Salam are given to our prophet Muhammad SAW, who has brought us from the darkness to the brightness.

I am fully aware that this undergraduate thesis could never be finished without help from others during the process of writing. Therefore, in this occasion I express appreciation to honorable:

1. Prof. Babun Suharto, S.E, M.M as the Rector of UIN Jember who has given me opportunity to study in this institute.
2. Dr. Hj. Mukni'ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Mr. As'ari, M.Pd.I as the Head of English Department who has motivated me to study English.
4. Mrs. Sofkhatin Khumaidah, M. Pd., M.Ed., Ph.D as my advisor who has always given me encouragement and suggestion in the process of writing this thesis.
5. My beloved lecturers who gave me the valuable knowledge, lessons and guidance during my academic year.
6. My classmates of English Department, the big family of English Association UIN Jember and the other friends who have accompanied me in the process of becoming a better person.

7. Mr. Hubil as my collaborator who has helped me to finish my research in Senior High School.
8. The Headmaster and teachers of MA Annuriyyah Jember who allowed me to do my research.
9. My beloved students XI IIS class of MA Annuriyyah Jember who helped me to accomplish the process of research.

I wish Allah SWT gives His blessing to all of you. However, I am aware that this undergraduate thesis is far from being perfect. I hope this undergraduate thesis will be useful for the reader and the other researcher who need it.

Jember, 1<sup>st</sup> March 2021  
The Researcher,



## ABSTRACT

Dewi Syaroh Hidayati, 2021. *The Implementation of Video-Assisted Guided Conversation to Improve Students' Speaking Skill at Eleventh Grade of MA Annuriyyah Jember.*

**Keywords:** Implementation, Video-Assisted Guided Conversation, Improve, Speaking Skill

In Indonesia, English is considered as a foreign language. It is taught not only in higher education but also in all levels. In reality, many English learners find difficulties to express themselves in English. Some of the problems are being afraid of talking in English, feeling insecure with their English ability, and do not know the correct pronunciation. Based on the results of preliminary study, it was revealed that the students of XI IIS class at MA Annuriyyah Jember were difficult to express their ideas in English verbally. The researcher wanted to solve the problem by implementing video-assisted guided conversation with a hope that the students' speaking skill improve.

This research was classified as Classroom Action Research (CAR) which consists of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted one cycle that consisted of five meetings. In planning the action, the researcher and collaborator prepared a lesson plan based on the data from preliminary study which refers to the problem found. Furthermore, in implementing the action, the researcher as practitioner applied the planning while the collaborator was as an observer. Next was observing. It was the process of collecting data from the implementation, the researcher and collaborator observed all of the classroom activities during the implementation the action. The last was reflecting. In this process, the researcher and collaborator analyzed the data from the observation and compared them with the criteria of success in which 80% of students have to reach the target score that was 75. The subject of this research was the class XI IIS of MA Annuriyyah Jember that consisted of eighteen students.

The result showed that there was improvement of students' speaking skill. After video-assisted guided conversation was implemented, the average of students' post-test scores increased 19%, from 67 to 80. It indicated that the implementation of video-assisted guided conversation could improve the students' speaking skill at XI IIS class of MA Annuriyyah Jember.



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**IAIN JEMBER**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

In Indonesia, English is considered as a foreign language. It is taught not only in higher education but also in all levels. In reality, many English learners find difficulties to express themselves in English. Some of the problems are being afraid of talking in English, feeling insecure with their English ability, and do not know the correct pronunciation.

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.<sup>1</sup> Speaking is used to transfer idea from our mind to other people, In Qur'an surah Al-Kahfi :88 it is stated:

وَأَمَّا مَنْ ءَامَنَ وَعَمِلَ صَالِحًا فَلَهُ جَزَاءٌ أَحْسَنُ<sup>ط</sup> وَسَنَقُولُ لَهُ مِنْ أَمْرِنَا يُسْرًا ﴿٨٨﴾

*Meaning : “ Whoever believes, and works righteousness, he shall have a goodly reward, and easily will be his task as we order it by our command “.*<sup>2</sup>

Based on the statements in above, when speaking is used to do a better thing in our life such as for transferring a good idea, knowledge, or suggestion to other people, it can influence us to always do a good thing in our life and have a good reward from Allah also from people around us.

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), 269.

<sup>2</sup> Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*, terjemah (Medina Dar-us Salam Publication,1996), 398.

Speaking skill is important for English learners, but sometimes teaching speaking skill is not easy. That may happen due to the limited time and teaching strategy. Moreover, learning English especially speaking for Senior High School students is only twice in a week. So, the students do not have enough opportunity to practice speaking skill.

Many students in Senior High School face some problems dealing with speaking skill. They have difficulties in producing appropriate English utterances and lack of self-confidence to speak English. When the researcher conducted an observation in class XI IIS of MA Annuriyyah Jember, it was found that there were some problems in English teaching and learning process especially related to the students' speaking skills. Most of students were not engaged in speaking activity effectively, they might not be confident enough to express their ideas which they have in their mind.

The researcher also found that the English teacher taught English monotonously, the teacher only explained the material in front of the class and asked the students to do exercises. Based on the researcher's observation, the school facility such LCD media was newly set in each classroom and the teacher did not optimize the use of it. Moreover, the school did not have other learning sources instead of text book to support English teaching and learning process. Thus, it was necessary to introduce various teaching techniques to solve those problems and the learning objectives can be achieved.

Referring to those conditions, the researcher proposed to use a media assisted technique to support the teaching and learning of speaking. The media

used was a video and the technique was guided conversation. Videos are expected to enable the students to focus on and be interested in the speaking materials which was taught. And guided conversation was used to help students to practice in order to improve their speaking skill.

In addition, there had been many researches showed that guided conversation is an appropriate strategy to make students active and could improve their speaking skill and their speaking test score. The first was a research by Holandyah, who found that teaching speaking using guided conversation technique through pair taping had a significant effect on the students' speaking ability.<sup>3</sup> The second was by Nurafni Sitepu which was conducted by using classroom action research and the result showed that there was improvement of students' ability in speaking from each cycle.<sup>4</sup> The last was by Flaurensia Agustine. He indicated that the qualification of students' mean score was improved.<sup>5</sup>

Based on the previous researches above, it can be concluded that video-assisted guided conversation technique is effective to be implemented in speaking class because this technique can make the students more active in

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<sup>3</sup> Muhammad Holandyah, *Teaching Speaking Skill by Using Guided Conversation Strategy Through Pair Taping to the Seventh Grade Students of SMP PTI Palembang in the academic year of 2013/2014* (Skripsi Program S1 Pendidikan Bahasa Inggris UIN Raden Fatah Palembang, 2013)

<sup>4</sup> Nurafni Sitepu, *Improving The Student's Speaking Ability By Applying Guided Conversation Strategy At The Eleventh Year Students Of Sma Muhammadiyah-2 Tanjung Sari Medan In 2016/2017 Academic Year* (Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan, 2017)

<sup>5</sup> Flaurensia Agustine, *Improving students' Ability in Speaking about Asking and Giving Opinion Through Guided Conversation* (Skripsi Program S1 Pendidikan Bahasa Inggris Universitas Panca Bakti, Salatiga, 2011)

teaching and learning process. In addition, this technique gives students the opportunity to speak English naturally.

Hence, the writer decided to apply video-assisted guided conversation in teaching speaking and wanted to measure its success in a speaking class. The researcher was interested in conducting this research in MA Annuriyyah Kaliwining Jember because many students were lack of speaking skill in English and lack of self-confidence to speak up. The researcher was curious to improve their speaking skill by using video-assisted guided conversation. The researcher decided to conduct a research entitled **“The Implementation of Video-Assisted Guided Conversation to Improve Students’ Speaking Skill at Eleventh Grade of MA Annuriyyah Jember”**.

## **B. Research Question**

The question formulated based on the background above was “How does the implementation of video-assisted guided conversation improve students’ speaking skill at Eleventh Grade of MA Annuriyyah Jember?”

## **C. The Objective of the Research**

The aim of this Classroom Action Research (CAR) was to improve students’ speaking skill by implementing video-assisted guided conversation at Eleventh Grade of MA Annuriyyah Jember



## D. The Significance of the Research

### 1. Theoretically

The result of this research was expected to contribute to the existing discourse about the theories of students' speaking skill and the implementing of video-assisted guided conversation. It can be useful for educational world especially in terms of the students' English ability.

### 2. Practically

The findings (result) of this research were expected to be beneficial for 3 (three) groups, namely:

#### a. For students

The actions of the research were expected to improve students' speaking skill by implementing video-assisted guided conversation technique. Hopefully, learning English by implementing English video and conversation can make students feel happy and enjoy the teaching.

#### b. For teacher

The result of the research can be used for the English teacher as a reference to increase the students' speaking skill and also overcome the students' problem in order to do an effective teaching and learning process.

#### c. For future researcher

This research can provide reference about teaching speaking with video-assisted guided conversation technique. Besides, there was limitation in implementing this research because the researcher

conducted the research during the pandemic of Covid 19. So the future researchers are able to do the similar research in dept to find the optimal result.

## **E. Definition of Key Terms**

### **1. Speaking skill**

Speaking is one of the important skills in learning English. People use speaking skill for their daily activities to communicate with one another. Moreover, it is used to express someone's idea and to transfer information with the oral communication. In language teaching and learning, speaking is considered a skill to practice and master.

### **2. Video-Assisted Guided Conversation**

Video-Assisted Guided Conversation is a media assisted technique that involves a movie, or other visual media product featuring moving images, with or without audio that is recorded and saved digitally then continued by dialogue or question and answer exchanges, with a model conversation that highlights a specific aspect of grammar to help learning improve their accuracy in constructing the sentences.

## **E. Preview of the Subsequent Chapters**

This research consisted of a number of subchapters that related to one another. A research report commonly consisted of three parts; initial, core, and final part.

The first is initial part which included the research title, approval sheet, ratification sheet, researcher's motto, dedication, acknowledgement, abstract, table of content and list of table.

The second part is the core which included of five chapters:

1. Chapter I is introduction covering background of research, research question, the objective of the research, the significant of the research, definition of key terms, preview of subsequent chapters.
2. Chapter II is review of related literature which consisted of previous research and theoretical framework.
3. Chapter III is research methodology which consisted of research design, location of research, the subject of research, technique of collecting data, technique of data analysis, validity of data, and criteria of success.
4. Chapter IV is finding and discussion which consisted of the finding students' result in the steps of the action.
5. Chapter V is conclusion and suggestion

The third is the final part in which it covered references and appendix which covered declaration of authenticity, research matrix, lesson plan, students' preliminary score, presence list of XI IIS, research journal activity, instrument of validity, documentation, permission letter, statement letter completed the research, autobiography.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous research, theoretical, and conceptual framework.

#### A. Previous Study

Several studies that are related to this research, are:

The first was a research by Mohamad Holandyah entitled “Teaching speaking skill by Using Guided Conversation Technique through pair taping to the seventh grade students of SMP PTI Palembang”. This research used experimental research. The result showed that teaching speaking using guided conversation technique through pair taping had a significant effect on the students’ speaking ability. It can be seen from the result of the post-test of each group. Based on the paired sample t-test analysis, it was found that t-obtained was higher than t-table. The t-obtained was 10.790 and t-table was 2.045 at the significance level  $p < 0.05$  in two-tailed testing with the degree of freedom.

The second was by Nurafni Sitepu entitled “Improving the Student’s Speaking Ability by Applying Guided Conversation Strategy at The Eleventh Year Students of SMA Muhammadiyah 2 Tanjung Sari Medan in 2016/2017 Academy Year” The research was conducted by using classroom action research. The technique of analyzing the data of this research was applied quantitative and qualitative approach. The result of data analysis showed that there was improvement of students’ ability in speaking from each cycle. It was

shown the mean of pre-test was which 60,27, the mean of the post-test I was 72,43 and the mean of post-test II was 80. From the data, the researcher can conclude that the students' ability at speaking has been improved by applying Guided Conversation Strategy.

The third was by Flaurensia Agustine entitled "*Improving Students Ability in Speaking About Asking and Giving Opinion through Guided Conversation*" This research used Classroom Action Research at Eighth Grade B Students of SMP N 21 Terpadu Pontianak in Academic Year 2011/2012. The researcher used classroom action research as the method of this research. Based on the analysis of the students' test result, the writer described the qualification of students' mean score in second cycles (70.8) which reached 100% of achievement score were Good to Excellent.

The fourth was by Robby Dian Pratama entitled "*The Influence of Guided Conversation Technique Towards Students' Speaking Skill at The First Semester of Eleventh Grade of MAN 2 Bandar Lampung In The Academic Year Of 2019/2020*" The research design was quasi experimental design with the treatment held in three meetings. From the data analysis, it can be concluded that there is no a significant influence of using guided conversation technique towards students' speaking skill at the first semester of eleventh grade of MAN 2 Bandar Lampung.

The last was by Ratna Kurnia Dewi entitled "*Improving students' speaking skill through dialogue (An action Research Conducted at the Tenth Year Students of SMA N 1 Teras, Boyolali of the Academic year 2010/2011)*"

The method used in this research was classroom action research. The research finding proved that dialogue is an effectivity approach in the teaching speaking to improve the students' speaking skill.

**Table 2.1**  
**Differences and Similarities**  
**previous research and current research**

No	Author and Title	Similarities	Differences
1	1	2	3
1.	<i>Muhamad holandyah</i> <i>“Teaching speaking skill by Using Guided Conversation through pair taping to the seventh grade students of SMP PTI Palembang in 2013/2014 academy year.</i>	<ul style="list-style-type: none"> <li>Both research focus on student's speaking skill and involve guided conversation</li> </ul>	<ul style="list-style-type: none"> <li>The method of the previous research was quasi experimental, while this research is Classroom Action Research (CAR).</li> <li>The previous research used guided conversation through pair taping while this research is using video-assisted guided conversation</li> <li>The previous research was focused on Junior High School students, while this research focuses on Senior High School students.</li> </ul>
2.	Nurafni Sitepu <i>“ Improving The Student's Speaking Ability by Applying Guided Conversation Strategy at The Eleventh Year Students of SMA</i>	<ul style="list-style-type: none"> <li>Both of the research focus on Eleventh Grade of Senior High School students and students' speaking skill.</li> <li>Both of the research are Classroom Action Research</li> </ul>	<ul style="list-style-type: none"> <li>The previous research used guided conversation while this research uses video-assisted guided conversation</li> </ul>

	1	2	3
	<i>Muhammadiyah 2 Tanjung Sari Medan in 2016/2017 Academy Year”</i>		
3.	Flaurensia “ <i>Improving Students Ability in Speaking About Asking and Giving Opinion through Guided Conversation in 2011/2012 academy year”</i> ”	<ul style="list-style-type: none"> <li>• Both of the research are Classroom Action Research</li> <li>• Both research focus on student’s speaking skill</li> <li>• Both research focus on improving speaking about asking and giving opinion</li> </ul>	<ul style="list-style-type: none"> <li>• The previous research focused on Junior High School students, while this research focus on Senior High School students.</li> </ul>
4.	Robby Dian Pratama “ <i>The Influence of Guided Conversation Technique Towards Students’ Speaking Skill at The First Semester of Eleventh Grade of MAN 2 Bandar Lampung In The Academic Year Of 2019/2020”</i> ”	<ul style="list-style-type: none"> <li>• Both of the research focus on Eleventh Grade of Senior High School students and students’ speaking skill.</li> </ul>	<ul style="list-style-type: none"> <li>• The method of the previous research was quasi experimental, while this research is Classroom Action Research (CAR).</li> <li>• The previous research used guided conversation while this research uses video-assisted guided conversation</li> </ul>
5.	Ratna Kurnia Dewi entitled “ <i>Improving students’ speaking skill through dialogue</i> ”	<ul style="list-style-type: none"> <li>• Both of the research are Classroom Action Research</li> <li>• Both of the research focus on Senior High School students and</li> </ul>	<ul style="list-style-type: none"> <li>• The previous research used dialogue (guided conversation) while this research uses video-assisted guided conversation.</li> </ul>

	1	2	3
	(An action Research Conducted at the Tenth Year Students of SMAN 1 Teras, Boyolali of the Academic year 2010/2011)”	students’ speaking skill	

There were similarities and differences among this research and the previous research. The similarity was all the research improve students’ speaking skill. Meanwhile, the distinction of this research was that this research was implementing video-assisted guided conversation technique to improve students speaking skill. None of those previous researches combined video in their guided conversation technique to improve students’ speaking skill.

## **B. Theoretical Framework**

### **1. Speaking skill**

#### **a. The Definition of Speaking**

According to McDonough, Shaw, and Masuhara, “speaking is a skill that enables the human to produce the utterance”.<sup>6</sup> It means that communication must express ideas, opinion and do negotiating to build the relationship between one another.

<sup>6</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Teacher’s Guide*, (Massachussets: Blackwell Publishing Ltd, 2003), 157



Speaking is the verbal information. So, people should have a purpose why they speak, such as describing things, giving information, persuading others and so on. It all purposes depend on their context and situation. Speaking is the communication activity at least between two people, speaker and listener, employ both verbal and non-verbal means to reach their communicative goals.<sup>7</sup> Speaking is defined as an interactive process of understanding the meaning, receiving and processing information, ideas and feeling. However, speaking is an oral expression that involves not only the use of right patterns of intonation, but also the right word order to convey the right and understandable meaning for the listener.

Many language learners consider speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and assess their progress in terms of accomplishments in spoken communication. As the nature of speaking skill, it is the productive one that cannot also be separated from listening ability. Speaking is called as an active use of learning English. Towards speaking, the communication between or among people happen when somebody is talking, while others are listening.

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<sup>7</sup> Petra Šolcová, *Teaching Speaking Skill*. Masaryk University Faculty of Arts Department of English and American Studies. 2011.

Somehow, we create the communication and it has the action towards speaking and listening because we have our intention to deliver.<sup>8</sup>

According to Richard and Renandya, speaking is one of the central elements of communication.<sup>9</sup> The reason why speaking is important because it helps the student to think while they utterance some words. When students speak, means that students think what is the meaning of the words that they produce. After all it done, when the other students or the listener understood about friend's statement, they can give any feedback, addition or suggestion. So by speaking, the students start to do communication, interaction, giving information and arguing opinion that can be called as the process idea-transferring. When someone is speaking, the other is listening, that is how the meaning in the message, expressions, commands, or other purposes is formed.

Speaking in this research was practiced to speak up by using video-assisted guided conversation in the class to improve students' speaking skill. The elements of speaking that were used in this study include pronunciation, grammar, vocabulary, and fluency. The material in this study was about present tense, so the students should speak using grammar rule of present tense.

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<sup>8</sup> Petra Šolcová, *Teaching Speaking Skill*. Masaryk University Faculty of Arts Department of English and American Studies. 2011.

<sup>9</sup> Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching Anthology of Current Practice*, (Cambridge University Press, 2002), 210.

## b. The Elements of Speaking

There are some important aspects or elements that teachers need to concern. The learners should achieve these six elements; content, pronunciation, grammar, vocabulary, fluency, and comprehension. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>10</sup>

In fact, all of these elements are really connected and needed.

### 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.<sup>11</sup>

When acquiring English language, pronunciation is often considered as an important aspect in speaking because it deals with how sound is produced, how words are pronounced properly and correctly which affect the style of speaking. Additionally, pronunciation includes many aspects that include articulation, rhythm, intonation, and phrasing, and more peripherally even gesture, body language and eye contact. Since speaking deals with

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<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (England: Pearson, 2007), 343

<sup>11</sup> Ronald Carter & David Nunan, *Teaching English to Speakers of Other Languages*, (Cambridge: Cambridge, 2004), 56

listening, good pronunciation is needed in order to deliver the meaning and avoid the misinterpreting while talking.

## 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 knowledge at 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.<sup>12</sup> Grammar is sometimes defined as the way words are put together to make correct sentences.<sup>13</sup>

## 3) Vocabulary

Vocabulary is one of the important elements in teaching and learning.<sup>14</sup> Vocabulary is our basis in order to create the word. The more we have the vocabulary, the better we speak. Because in learning the target language, the learners also need to know what the meaning of words and how to use it properly. However, only knowing the meaning of vocabulary is not enough. The learners should aware about the meaning and context of that vocabulary as

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman), 12.

<sup>13</sup> Penny Ur, *A Course in Language Teaching*, ( Cambridge: Cambridge University Press,1996), 47.

<sup>14</sup> Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), 40

well. In speaking this can be the initial step for learners before arranging the words into a sentence.

#### 4) Fluency

In performing speaking, it is very good to hear or talk if the speakers speak fluently. Brown added that fluency is the ability to speak spontaneously, flow well, without having stop and pause a lot.<sup>15</sup> Somehow, fluency is also followed by talking reasonably quickly. Being fluent to speak English requires the speaker's confidence to speak. When students speak fluently, they should be able to get the message from the speaker resources and the abilities they have learnt, regardless of grammatical or other mistakes.

#### 5) Comprehension

The last element is comprehension. 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.<sup>16</sup>

Comprehension measures how much explanations are required to understand students' responses. In other words, it means that if a person can answer or express idea well, it shows that she or he has a good comprehension.

<sup>15</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268

<sup>16</sup> Jack C. Richards and Theodore S., *Approaches and Methods in Language Teaching*, Second Edition, (New York: Cambridge University Press, 2001), 180

## 6) Content

For oral communication, content certainly requires a subject to respond, to speech as well as to imitate it.<sup>17</sup> It means that content is about the students' speaking ability and how students retell or understand about the material or anything based on their ability.

### c. Types of Speaking

According to Brown, there are six types of classroom speaking performance that students are expected to carry out in the classroom.<sup>18</sup>

#### 1) Extensive (Monologue)

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

#### 2) Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

<sup>17</sup> Azlina Kurniati, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Riau University, (Januari,2006), 5

<sup>18</sup> H. Douglas Brown, *Principle of Language Learning And Teaching* (New York : Prentice Hall.2001), 271-274

### 3) Intensive

Intensive speaking goes one step beyond imitative to 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 activities, where learners “going over” certain forms of language.

### 4) Extensive

From the intermediate to advanced level of learning English, they have expected to extend the monologues oral reports, summaries, or perhaps short speech.

### 5) Interpersonal

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining a social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

### 6) Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.

Regarding the types of classroom speaking performance by Brown, this research focused on intensive speaking. Intensive speaking performance is designed to practice speaking with some grammatical aspect of language.<sup>19</sup>

#### d. The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, which serves to establish and maintain social relations and the transactional functions, which focus on the exchange of information. Below are the function of speaking:<sup>20</sup>

##### 1) Talk as Interaction

The role of the speakers is to interact in order to communicate. This is what we mostly do in our society. It is an interactive and spontaneous communication between two people or more. For instance, they meet and greet each other, talking about daily life, exchange some information. As Richard explains in this function of speaking, the focus is more on the speakers and how they wish to present themselves to each other than on the message. Simply, talk as interaction refers to the conversation.

<sup>19</sup> H. Douglas Brown, *Principle of Language Learning And Teaching* (New York : Prentice Hall.2001), 271-274

<sup>20</sup> Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), 21



## 2) Talk as Transaction

Different from the previous function of speaking, in talk as transaction, people speak in order to get something done. Richard also adds that the focus of this talk is on what is said or done.<sup>21</sup> Moreover, the transactional talk is making the transaction that has a result of what being talk. We could say that transactional talk is message-oriented: it is important that the message is clearly expressed so that there is less chance for misunderstanding.

## 3) Talk as Performance

Talk as performance refers to public talk. Somehow, talk as performance is mostly in monologue rather than dialogue.<sup>22</sup> For instance, talk as performance can be a classroom presentation, speeches, public announcement, and etc.

This study focused on talk as performance because students practice the conversation and speak up in front of the class to present the material of the lesson.

### e. The Problem in Speaking

Speaking is not as easy as it may be seemed. In fact, it is a complex skill which involves some aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to

<sup>21</sup> Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), 24-25

<sup>22</sup> Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), 24-25

different type of person, there are some problems in speaking. Brown stated some causes that make speaking difficult as follows:<sup>23</sup>

1) Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduce Forms

Contraction, elisions, reduced vowels, etc. Those all from special problems in teaching spoken English.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5) Colloquial Language

The teacher should make sure the students reasonably well acquainted with the words. Idioms and phrases of colloquial language are suitable to get practice in producing these forms.

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<sup>23</sup> H. Douglas Brown, *Principle of Language Learning And Teaching* (New York : Prentice Hall.2001), 270-271

#### 6) Rate of Delivery

Another salient characteristic of fluency is the rate of delivery. How to help learners to achieve an acceptable speed along with other attributed of fluency.

#### 7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

Related to the problems above, the serious problems that faced by the students in this study were performance variable and lack of vocabularies. It impacted on the process of students' speaking ability. So, the English teacher should always find the suitable method and techniques in teaching English to solve the problems. Furthermore, student-centered class requires creativity. Especially for speaking, the teacher needs to encourage students to speak English as much as possible.

## 2. Video – assisted guided conversation

### a. Video as a media in teaching

Meyer (2002) in Sinta Prasetia Trias Sari defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Furthermore, McKinnon (2011) in Sinta Prasetia Trias Sari acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and text.<sup>24</sup>

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

#### 1) Off-air programmes:

Programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. It is also important to know what the law is and realize that breaking it can have serious consequences.

<sup>24</sup> 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 2014/2015* (Yogyakarta: Yogyakarta State University, 2015)

## 2) Real-world video:

Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential.

## 3) Language learning videos:

Language learning video means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multiuse since they can not only be used for language study but also for a number of other activities as well. With regard to the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

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

### **b. Guided Conversation**

Guided conversation is an activity where the teacher proposes questions around a single topic and gently guides the students to

answer and try out to have a conversation about the topic.<sup>25</sup> It means that guided conversation is a dialogue in which the questions and answers exchange, the students are presented with a model conversation that highlight a specific aspect of grammar to help students improve their accuracy in constructing the sentences.

#### a. Teaching Procedure Using Guided Conversation

To apply guided Conversation as a strategy to attract students be confident when they are speaking, Underhill stated that teacher must be friendly in this role. Teacher should involve directly in it yet be easy going to be approached by students. The writer adjusts several friendly procedures by Nic Underhill to be applied in guide conversation strategy, they are:<sup>26</sup> How to apply a guided conversation strategy procedure:

##### 1) Before the Test

- Use the learners' name (first name or family name) as appropriate.
- Identify yourself
- Put a name to the faceless tester!
- Describe the purpose of the test even if the learners know it already, he will be relieved to hear that you know it too.

<sup>25</sup> Molinsky & Bliss, *Express Ways English For Communication*, ( New jersey : Prentice Hall, 1986), p. 7. cited by Herlina, Muhammad Holandyah, "Teaching Speaking Skill SMP PTI Palembang in the Academic Year of 2013/2014". (Jurnal Pendidikan dan Pengajaran), available on <https://jurnal.radenfatah.ac.id> , accessed on Sunday 17<sup>th</sup> , January 2021.

<sup>26</sup> Nic Underhill, *Testing Spoken Language: A Handbook of Oral Testing Technique*. (Cambridge Handbooks, Cambridge University Press: United Kingdom, 2004)

- Outline the conversation text based on its theme.
- Mention the likely duration.

2) During the test:

- Take the opportunity, once or twice, to personalize the test of the learner. In an interview, type text, look for an area of common interest. If the learner does, or has done something interesting or unusual, get him to talk about it. As the example, the greetings he should say to the teacher in the class. It is a challenge to the interviewer to find out what that story is in a matter of minutes just as talking a text in a foreign language is a challenge to the learner even it is not a part of the fixed test procedure a couple of minutes of personal conversation will have relaxed the atmosphere and courage free conversation.
- As teachers and also the addresser of students, they should say something about themselves too if a natural opportunity occurs. Teachers should give the learner a glimpse of themselves as a person: their interest, experience, and opinions. Just as simple as possible so the students could understand what the teacher said. Teachers don't have to agree with the students. Teachers should prepare to be involved with the learners.

3) At the end of the test

- Announce the end of the test. Leave the learner with a sense of accomplishment, filling that he has done something interesting and learned something useful.
- Explain any deviation from procedure.
- Ask the learner if he has any question
- Give the score or resolve if it is appropriate and possible
- Thank him!

**c. Video-assisted guided conversation in ELT**

Video-Assisted Guided Conversation involves a movie, or other visual media product featuring moving images, with or without audio that is recorded and saved digitally then continued by dialogue or the questions and answers exchanges, with a model conversation that highlight a specific aspect of grammar to help learning improve their accuracy in constructing the sentences.

Before practicing guided conversation technique, teacher should have good preparation to manage the class and implement the lesson plan. Afterwards, the teacher provides a material on video that is related to the students need and based on the curriculum of the school. After showing the material on interesting video and an example of native speaker in practicing a dialog, teacher invites the student to speak up while asking the students about the material on video. Besides, teacher also ask a student to make an example or a



question of a dialog while choosing one of his/her friends to answer his/her question, and it will be done continuously changed by the other friends. In the end of this teaching, teacher allows and guides the students to make a conversation then asks the students to practice in front of the class while giving feedback.

#### **d. Eight clues of Guided Conversation**

Peterson provided an overview of improving students' speaking skill through guided conversation. There are eight clues that often become the reference in its implementation. The Eight clues are as follows:<sup>27</sup>

- 1) Know the size of difficulty and ease of information gaps that exist in the form of conversation. Thus, students can expect or prepare alternative closer answer to the truth. Answer closer to the truth is nice to be accompanied by a teacher appreciation, while not the right answer should be given guidance on a regular basis to students really afford.
- 2) Make question weighted so that the answer was given to attract the attention of students and the need for further study. Preferably, in the form of question using words (why) because the question "why" can perform the process that results in the student's skill in practice speaking English.

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<sup>27</sup> Norm Peterson in Elizabeth, *Method in Teaching Language*. (Cambridge University Press, P, 2007)

- 3) Listen carefully and remember what was said or asked so that the answer will be clear and focus. In this case, the teacher actually leads student on the listening comprehension as to obtain information from the audio or visual, the students should be trained how to capture information from the discussion presented.
- 4) Provide opportunities for student to use evidence or reason. Obtaining evidence of reason to help student to reveal or describe in detail a simple conversation in English. The teacher as a controller in the conversation should provide guidance in accordance with the procedure conversation so that all students have the opportunity.
- 5) Inform all students to participate in an open conversation, so it indirectly can train yourself to do a guided communication.
- 6) Provide chances for students to dig deeper to get a definitive answer from a variety of sources.
- 7) Give students' chance to make observation on the source or book to provide a report in the form of verbal English. This method trains the students there to reveal the findings related small subjects lived in spoken English. These objectives facilitated communication between fellow classmates and simultaneously notify the result of the report to the teacher in oral form.
- 8) Ask students to make an oral report. It means students have to practice English speaking skill through guided conversation

because it gives enough time while giving a briefing on the result of the students' report. Guidance and direction were not only given by the English teacher but can also be given by the students while the other were practicing the speaking skills. This is a creative way to familiarize students to become accustomed to the skills and developing well.

**e. Evaluation of Guided Conversation**

According to Skillbeck, the term of "evaluation" has been taken to mean the assessment of student at the end of a course, but in recent years its meaning has widened to include all aspects of a programmer. Kinds of evaluation can be used for a course. The first is summative assessment at the end of the course, a useful point at which to review the whole course in order to pin point elements for improvements. The second is formative assessment as the course proceed.<sup>28</sup> Ideally, evaluation should be planned from the beginning, a scheduled participant decided upon and criteria and procedure agreed by all involved. Whereas, evaluation of guided conversation in teaching speaking as gift dialogue that has connection with the speaking is oral test.

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<sup>28</sup> Pater Strevens, *New Orientation in The Teaching of English*, (New York. Oxford University Press, 2003)

#### f. The Advantages of Using Video in Teaching and Learning Process

As quoted by Sinta Prasetia Trias Sari, Harmer stated that there are many advantages in using videos in the teaching and learning process such as:

##### 1. Seeing language-in-use

One of the main advantages of videos is that students do not just hear the language but they can also see it. They can know the general meaning and moods that are conveyed through expression, gesture, and other visual clues.

##### 2. Cross-cultural awareness

Video uniquely allows students to look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

##### 3. The power of creation

When students use video camera, they are given the potential to create something memorable and enjoyable.

##### 4. Motivation

Most of 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 is coupled with communicative tasks.<sup>29</sup>

<sup>29</sup> 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 2014/2015* (Yogyakarta: Yogyakarta State University, 2015)

**g. The advantages of guided conversation in teaching speaking**

Guided conversation is one of strategy that can give many advantages either for the students or for the teacher. According to Nic Underhill, guided conversation as an oral text is a direct meeting between two or more people, and it can provide results that we can get from conventional written text.<sup>30</sup> It indicates that the teacher is able to measure the students' speaking ability and also can get information conventionally through the result of reading comprehension. Guided conversation can be used as a strategy to make students speak English appropriately and correctly. So in teaching speaking, this strategy was often implemented because it gives many advantages for improving the students' speaking skill.



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<sup>30</sup> Nic Underhill, *Testing Spoken Language: A Handbook of Oral Testing Technique*. Cambridge Handbooks, (Cambridge University Press: United Kingdom, 2004)

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

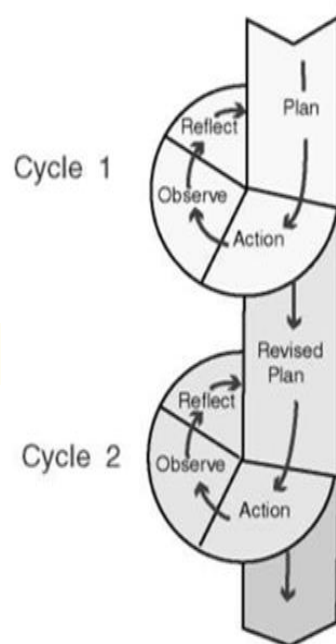
The design of this research was Classroom Action Research. It is called CAR because the research focuses on a problem and a group of students in a classroom. According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve the problems or to find the answer toward context-specific issues.<sup>31</sup> From the explanation, we can conclude that Classroom Action Research (CAR) is the strategy to solve the students' speaking problem in classroom, and to collect the data, the researcher should do observation and interview with the English teacher and the specific class that have lowest speaking skill. The strategy of the acting depends on the reflection done by the researcher and collaborator (The teacher).

Researcher used the Classroom Action Research method with a spiral modal according to Kemmis and Taggart, 2006 namely “ The cycle modal is carried out repeatedly and continuously (spiral cycle), the longer it is expected that the achievement of the process and the result of the research will be increased”. This spiral model is shown in the following images.<sup>32</sup>

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<sup>31</sup> Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), 5.

<sup>32</sup> Prof. Dr. Rochiati Wiriatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya, 2006), 66.



**Picture 3.1**  
**The model of Action Research of Kemmis and Mc. Taggard**

The researcher carried 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. Researcher should prepare a lesson plan to teach the students in order to improve the students speaking skill based on the syllabus. Preparing lesson plan aims to provide the teacher with the guideline of teaching.

In this research, planning will be carried out by researcher were:

- a) Arranging lesson plan
- b) Preparing the media related to the material

- c) Preparing teaching material
- d) Preparing checklist observation
- e) Making the test material

**Table 3.1**  
**Research schedule**

No	Activities	September				October				November			
		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	Treatment 3 (cycle 1)												
5	Treatment 4 (cycle 1)												
6	Post-test 1 (cycle 1)												
7	Report												

## 2) Acting

The acting phase is a realization from an act which has been planned before, such as what the strategy used, what material be taught and others.<sup>33</sup> In this phase, the researcher with the collaborator included some steps as follows:

- a) Explaining the material
- b) Showing a video related the material

<sup>33</sup> Suharsini Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), 21-23



- c) Introducing guided conversation technique to the students
- d) Asking student to make group and conducting guided conversation based on the topic given

### **3) Observing**

Observing phase is the time to gathering data about the implementation of the strategy. In this phase, the researcher with the collaborator included some steps as follows:

- a) Observing the class situation and controlling the student's activities in teaching speaking through video-assisted guided conversation
- b) Making some notes of the student's response during teaching and learning process

### **4) Reflecting**

This phase was aimed to reflect or evaluate the previous phase about the result of students speaking test score based on the speaking rubric and the criteria of success. The benefit of evaluation is to decide what the researcher should do in the next cycle and it would be used for better understanding of students' improvement.

### **5) Revising the plan**

Revising the plan is conditional steps because it is needed when the action cycle does not make any improvement on students speaking skill.

## **B. Location of The Research**

This research was conducted at MA Annuriyyah Jember. It is located in Kaliwining, Jember. The reason why I choose this school because I have ever known that there was a problem in speaking skill of the students and I wanted to solve the problem. Moreover, I saw that guided conversation can solve the speaking problem of the students.

## **C. Subject of The Research**

The subject of this research was Eleventh Grade students of MA Annuriyyah Jember. The class chosen was XI IIS class that consisted of 18 students within. Therefore, those all students will be the population of this study.

## **D. Technique of Collecting Data**

### **1) Observation**

In this case, the researcher observed teaching learning process in XI IIS class to know about the class situation, the students's problem in speaking, the teacher's performance in the class and students' response concerning speaking skill.

### **2) Interview**

Interview was used to get the data about students' speaking problem in the classroom. The researcher asked the English teacher about students' speaking problem, students' condition involving in English class activity and students' score in speaking skill. Besides, the researcher also asked the students to know the problem of their speaking. So, from the

interview with the English teacher and the students, the researcher got the data about students' speaking skill.

### 3) Test

To get the result of research, test can be stated as an important part of teaching and learning experience. Test may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language. The researcher used an achievement test to measure the student's progress in speaking. The forms of tests were spoken test in the form of guided conversation. It included the topic of guided and conversation. First, the teacher divided the students into several groups, then the students discussed the topic with their own group, after all students practiced the dialogue about guided and conversation and the conversations recorded for subsequent assessment.

From those forms, the researcher can get score directly to the specific learning. The scoring can be done quickly and easily. Teachers also could give any feedback to the participants. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension. The components of the speaking above were evaluated to define the level of students' ability at oral communication. The researcher used analytical scale that categorized within four categories. Each category has five items and each item scores five, so the

maximum score was multiplied with five. According to David P. Haris rating scores of oral test as followed<sup>34</sup>

**Table 3.2**  
**Scoring rubric for speaking**

1	2	3
Aspect	Score	Description
Pronunciation	5	Have few traces of foreign accent
	4	Always Intelligible, though one is conscious of a definite accent
	3	Pronunciation Problem necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes Few (if any) noticeable errors of grammar and word order
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible
	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate

<sup>34</sup> David P. Harris. Testing English as a Second Language (Bombay: Tata McGraw H it Publishing Company (td. 1977), 84

1	2	3
Vocabulary	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silent by language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulties
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed without repetition
	2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition
	1	Can not be said to understand even simple conversational English

#### 4) Document review

Document review is used to collect data that are relevant with the question of the research, such as the student's attendance list, the background of the school, the data about teachers, and the score of speaking skill.

### 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 from planning, acting, observing and reflecting were analyzed qualitatively. While the data obtained from speaking test (pre-test and post-test) were analyzed quantitatively.

In completing the numerical data, the researcher tried to get 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 uses the formula :<sup>35</sup>

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

X : mean

x : individual score

n : number of students

Second, the researcher tried to get the class percentage which passed the minimum mastery level criterion (KKM 75) which was adapted from the school agreement at MA Annuriyyah Jember, it uses the formula:<sup>36</sup>

<sup>35</sup> Subana, Moersetyo Rahadi, Sudrajat. *Statistika Pendidikan*, (Bandung: PT. Pustaka Setia, 2015), 63

<sup>36</sup> Sudjana, *Metode Statistika*, (Bandung: PT. Tarsito, 2002), 67.

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

P : the class percentage

F : total percentage score

N : number of students

## F. Validity of Data

Validity is the most important requirement for instrument of evaluation. It means that a test can be said valid if the test measures what it will measure. Arthur Hughes stated that “a test is said to be valid if it measures accurately what it is intended to measure”. It means that every test and data are valid if they can be proven. There are some types of validity such as content validity, face validity, construct validity, empirical validity and consequential validity.

In this current research, the researcher used content validity. Brown stated that if a test actually samples the subject matter about which conclusions are to be drawn, and it requires the test taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.<sup>37</sup> Simply, content validity is about the content of test. The test that will be given to the students must be made by people who are expert about the test. And then the test should be suitable with the curriculum. The content of the test should be

<sup>37</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York : Prentice Hall.2001), 22-23.

suitable with the material and the purpose. In this research, the test was made by the researcher and it was validated by Mrs. Nina Hayuningtyas, M.Pd as a lecturer accustomed to teach speaking.

#### **G. Criteria of Success**

This research will be success if the research objective indicator is reached. The improvement of the students' achievement in speaking skill needed to be known after the implementation of Video-Assisted guided conversation. In this research, achievement indicators were as follows:

1. Students' average achievement in English were equal or higher than minimum score by the school (75)
2. Students who reached the minimum score 75 were equal or higher than 80% of total students in the research.





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents findings and discussions of the findings. The findings deal with the data derived from the steps of the action and the discussion discusses the findings to be consulted with related theories and previous researches.

#### A. Research Setting

Madrasah Aliyah Annuriyyah was founded in 1984 which was formed by the Annuriyyah Education Foundation that initiated by several founders including:

1. KH. Hablul Barri Sholeh
2. KH. Moch Nuru Sholeh
3. Ibnu Hamam

The reason why MA Annuriyyah established was due to a request from the local community so that children / santri who graduated from MTs Annuriyyah can continue their education in the boarding school environment. At the beginning of the teaching and learning process, MA Annuriyyah is located at MI Kaliwining which was first established and then in 1987 it was moved to the north of the Annuriyyah Mosque with the building still joined and in the form of a musolla. The teaching and learning process is carried out in the afternoon with one department, namely the biology department.

In accordance with the times that continue to want renewal in all fields, including in the field of education, MA Annuriyyah gradually changes,

especially regarding the teaching and learning process that takes place with the improvement of the facilities and infrastructure of the building in place. Finally moved next to the Annuriyyah mosque by building three locales with one local for grade 1, grade 2 and grade 3, so that the teaching and learning process which was initially carried out in the afternoon was replaced in the morning for the following reasons:

Because it occupies its own building

- a. Facilitate religious activities
- b. Easy to carry out boarding school activities

Since it was established in 1984 until now, MA Annuriyyah has undergone several changes in school / madrasah principals, namely:

- a. In 1984-1992, KH. Hablul Barri
- b. In 1992-1995 Moch Nuru Sholeh
- c. in 1995 - now headed by Ababal Chussoh, S.Pd

## **B. Findings**

Research findings were obtained from the beginning to the end of the teaching and learning process. The study was conducted at MA Annuriyyah Jember in academic year 2020/2021 on Saturday, September 05<sup>th</sup> 2020 and finished on Tuesday, 20<sup>th</sup> October 2020. It was conducted in one cycle that consisted of four steps; they were planning, implementing, observing, and reflecting. This cycle took five meetings and the last meeting was a post-test. It was conducted to find out the improvement of students' speaking skill.

## 1. Preliminary Study

The preliminary study was conducted on September 22<sup>nd</sup> 2020. It began from observing students' speaking skill at MA Annuriyyah Jember. Based on the pre observation and interview toward the teacher and students, the researcher identified that the students' speaking ability should be improved by implementing a technique of teaching and learning process that could overcome the problem. Therefore, the researcher designed the technique of teaching and learning process by using a media guided technique. The researcher showed a fun video that was related to the material, then she guided the students to speak up by asking questions to one of the students, then the students asked other questions to other friends. The topic used by students in the process of speaking was asking and giving opinion. Yet, in this preliminary study before implementing the technique and material above, the researcher and collaborator took the students' score of speaking assessment from making sentences about introduction. Students were asked to introduce themselves and mentioned their future goals in English language, while the researcher and collaborator took their score.

Then, the result of the pre-test showed that the students' speaking skill was still low. It was shown from the mean score of the pre-test, 67. It was still lower than the minimum standard of English which is 75. There were 3 students who got 75 score or more. It means that there were 15 students who got score under the minimum standard. So, the researcher

identified that the students' speaking ability needed to be improved. The researcher decided to improve it through a technique that was supported by Video-assisted guided conversation.

In this research, the researcher only had one cycle because the result of the post-test showed that students' speaking skill had increased and it indicated that the action in this cycle had achieved the criteria of success.

## **2. Steps of the Action**

This part presents the planning of the action, implementing the action, observing the classroom, and reflecting the gathered data in this cycle.

### **a. Planning**

In this phase, the researcher and the teacher made some preparations for the action such as arranging the lesson plan that include selected appropriate material. The lesson plan focused on conversation using English video as a learning media, and guided conversation as the technique of teaching with the topic asking and giving opinion. The researcher and the teacher designed four meetings for teaching the topic of asking and giving opinion. The researcher prepared the media included LCD, speaker, laptop, text of conversation and other devices to support the teaching and learning.

b. Acting

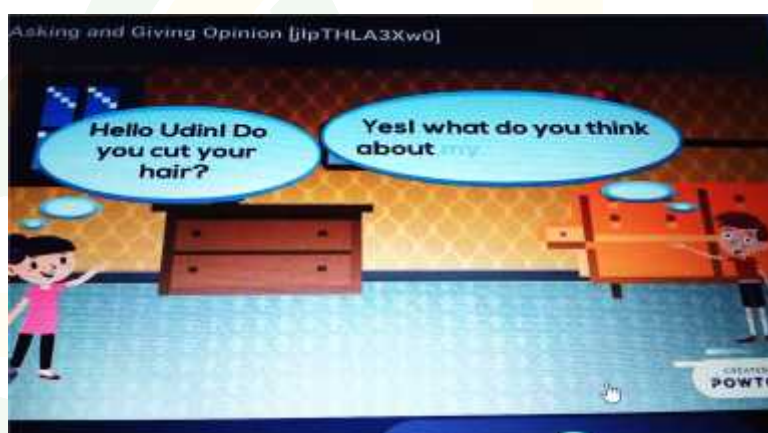
The researcher did the teaching and learning process using English video as a learning media assisted guided conversation as a technique. The researcher acted as a teacher who did the action by teaching students at Eleventh Grade of MA Annuriyyah Jember using video-assisted guided conversation. The activities 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, such as greeting, praying, checking attendance, giving motivation, and reviewing the last material, then introducing the method that the researcher used in teaching the students, it was about video-assisted guided conversation. In main activity the researcher gave the English video related to the material, then the researcher guided the students to speak up asking and giving opinion. The post-activity was reviewing the lesson. The following are the descriptions of the action that were implemented.

1) Finding of the first meeting

The first meeting was held on Tuesday October 6<sup>th</sup> 2020 at 10.15 a.m – 11.35 a.m in the Eleventh IIS class of MA Annuriyyah Jember in academic year 2020/2021. The lesson started at 10.15 a.m, the researcher and Mr. Hubbil as the English teacher and an observer came to class. He 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 brain storming, and reviewing last material that was related with the next material.

In the main activity, the researcher displayed an English video that was a dialogue about asking and giving opinion. The researcher asked the students to practice and follow the conversation based on the video.



**Picture 4.1 Asking and giving opinion**

The video played twice. After the video had been played, the researcher guided the students to speak up while asking them what the video was talking about and identified which one was the statement of asking or giving opinion. There was a student who spoke up and gave right answer while the other students were hesitate to answer and still confused of the differences because most of them really have low skill in English, it was shown by many of them who got under the criteria of minimum score determined by the school. Afterwards, the researcher asked the

students to make an example of asking opinion with a simple and an easy vocabulary that they knew, for example “what do you think about this book? / “what is your opinion about this book?” then a student who asked opinion had to point one of the friends to answer her/his question, for example “I think this book is so good”/ “in my opinion this book is so good”, which was done by all the students.

Before closing the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 11.35 a.m and the researcher motivated the students to never give up in learning English and told them that actually English is fun lesson, then the researcher closed the meeting by praying and salam.

## 2) Finding of the second meeting

The second meeting was held on Thursday October 8<sup>th</sup> 2020 at 09.10 a.m – 10.15 a.m in the same class, Eleventh IIS class of MA Annuriyyah Jember in academic year 2020/2021. The lesson started at 09.10 a.m, the researcher and the collaborator came into 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, and reviewing the last material that was related to the next material.

In the main activity, the researcher displayed an English video containing some statement about agreeing and disagreeing.



**Picture 4.2 Agreeing and disagreeing opinion**

The video played twice. After the video had been played, the researcher asked the students what the video was talking about. The students answered that was about agreeing and disagreeing opinion. The researcher explained and gave example more about that. Then, the researcher asked the students “can you please give any respond to my statement, including agreeing or disagreeing opinion? The statement is; in my opinion, all students should have high education, do you agree with my opinion?” Directly, one student responded my opinion by saying; yes, I really agree with it because education is important, some students just responded by saying “yes, I agree” and the others seemed confused to say some words. The researcher tried to guide the students one by one to express what they have in their mind that they were difficult to translate in English. From that activity, students found a lot of



vocabularies that they did not know before and tried to remember while repeating the word.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 10.15 a.m, the researcher asked the students to exercise more about asking and giving opinion at the boarding house. The researcher gave motivation and closed the meeting by praying and salam.

### 3) Finding of the third meeting

The third meeting was held on Tuesday, October 13<sup>th</sup> 2020 at 10.15 a.m – 11.35 a.m in the same class, Eleventh IIS class of MA Annuriyyah Jember in academic year 2020/2021. The lesson started at 10.15 a.m, the researcher and the collaborator came into the class. The researcher prepared the LCD, laptop, speaker, and conversation text for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, and continue the material about asking and giving opinion also the respond of it.

In the main activity, the researcher displayed an English video about friends, then the researcher contributed the conversation text related to the mean of the video to all the students and asked them to make a group that consisted of two people. The researcher gave the students time to read the conversation with the

group, in the right pronunciation and intonation that had been taught by the researcher before. Afterwards, the students were asked to come in front of the class to perform the guided conversation text with the friends as good as they could. After students' performance, the researcher gave the students' feedback and asked them what the conversation was talking about and what kind of suggestion that could be learned from it. The students tried to respond actively and answered with English language that they understood.

Before closing the meeting, the researcher announced the students that they would have an assignment to make a conversation and practice it in front of the class with the group that had been divided before, also the researcher had prepared the theme of the conversation for all the groups. Students seemed so excited and enthusiastic when the researcher announced the home work. None of the students complained about the assignment. Then the bell rang, the researcher closed the meeting by giving motivation, praying and salam.

#### 4) Finding of the fourth meeting

The fourth meeting was held on Thursday, October 15<sup>th</sup> 2020 at 09.10 a.m – 10.15 a.m in the same class, Eleventh IIS class of MA Annuriyyah Jember in academic year 2020/2021. The lesson started at 09.10 a.m, the researcher and the collaborator

came into the class. The researcher started the class by greeting, praying, checking attendances, and reviewing the last material.

In the main activity, the researcher asked the students about the assignment that had been given last meeting. All of them did the assignment and exercised it with the groups. There were several students who asked to the researcher about the right pronunciation and right grammar of the conversation that had been made. A view minutes later, the researcher asked the students to prepare and perform in front of the class. After performing the conversation, researcher gave any feedback to the group either from the performance or the text. The other students who were becoming the audiences were also asked by the researcher to assess the friends' performance by giving them a score, also available to give a feedback of it. Before the bell rang, the researcher evaluated the teaching and learning activity and gave the students' motivation then closed the class by praying and salam.

#### 5) Finding of the fifth meeting

The fifth meeting was conducted on Tuesday, October 20<sup>th</sup> 2020 at 10.15 a.m – 11.35 a.m. In this meeting, the researcher gave speaking test to the students. The researcher had tried the best she could do in her trial of improving the students' speaking achievement, so the researcher gave a speaking test to the students to know the improvement of their speaking skill. In this meeting,

the researcher started the class by greeting the students and asking them to pray before the test begun. Then, the researcher checked the students' attendance. Before beginning a test, the researcher asked the students to keep silent because she wanted to explain the direction of the speaking test to them.

In the speaking test, the material was about asking and giving opinion. Researcher asked the students to make a group based on the seatmate. To support the test, the researcher contributed a picture to each group to be the theme of the conversation. Researcher gave students time to discuss with the partner about the theme given. Afterwards, researcher called the group in random to present the conversation in front of the class without any kind of text and they should give the best aspect of speaking that they had. Every group should speak up for about two minutes. From this activity, the researcher and the collaborator took the score to check the improvement of students' speaking skill. Some of students gave the best performance of speaking and could speak fluently but there were several students could not do that. After giving speaking test for the students, the researcher concluded the material to make them understood more. Most of the students looked happy because they performed the test successfully. In the end, the researcher gave motivation to the students and closed the lesson by praying together. The result of

the post test showed that student's speaking ability had increased from 67 in preliminary research to 80 in the post test. The data could be seen as follow:

**Table 4.1**

**The Student's Speaking Achievement in Cycle One Test**

NO	Initial	Total Score	Criterion of Success	Fail/Pass
1	AZS	80	75	PASS
2	AZ	76	75	PASS
3	CS	75	75	PASS
4	CFM	88	75	PASS
5	DDM	84	75	PASS
6	DK	80	75	PASS
7	ELM	66	75	FAIL
8	EY	72	75	FAIL
9	FZ	84	75	PASS
10	IB	88	75	PASS
11	KS	80	75	PASS
12	MQ	80	75	PASS
13	RT	92	75	PASS
14	SED	63	75	FAIL
15	SDI	76	75	PASS
16	SA	80	75	PASS
17	TIF	84	75	PASS
18	KAM	84	75	PASS
<b>Total</b>		1.432		

In the post-test 1, the total of student's score was 1.432 and the total of students who did the test was 18. So, mean of the student's score was:

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

$$= \frac{1432}{18}$$

$$= 80$$

After knowing the students' average score, the researcher tried to get class percentage which passed the minimum mastery level criterion (KKM 75). The formula is as follow:

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

$$P = \frac{15}{18} \times 100$$

$$= 83\%$$

Explanation:

P: the class percentage

F: total percentage score

N: number of students

Based on the table 4.7, the data showed that the mean score of the post-test was 80. There were 15 students or 83% of the students who got the score above the Minimum Mastery Criterion (KKM 75). Meanwhile, the other 3 students were under the criterion. It can be concluded that the first cycle had achieved the criteria of success.

#### c. Observing the Action

In observing phase, the researcher and the collaborator observed the situation in the class while teaching learning process, students' participation, students' enthusiastic during learning process

and their braveries in speaking lesson. The data were described as follows:

**Table 4.2**  
**Observation Checklist**

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students paid attention to the researcher as a teacher				√		4
2.	Students were more interested in watching video and playing guided conversation					√	5
3.	Students answered teacher's question.				√		4
4.	Students asked question to clarify understanding				√		4
5.	Students were enthusiastic in doing the task					√	5
Total							22

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score of the observation is as follows:

$$\begin{aligned} p &= \frac{S}{N} \times 100\% \\ &= \frac{22}{25} \times 100\% \\ &= 88\% \end{aligned}$$

According to observation checklist above, it was concluded that the students were interested in watching English video continued by practicing a conversation related to the material. Students were enthusiastic in doing the conversation while trying to speak up and learned more about the vocabularies that they did not know before. So, the teaching and learning process ran well and the 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 that assisted guided conversation as a technique in a good way. The class and time management were good enough, the classroom situation also could be handled well. So, when students performed to practice the conversation in front of class, overall students looked braver and more confident because they had enough time to practice their speaking and knew how the native speaker really are.

d. Reflecting

Based on the data from the steps of the action in this cycle, the researcher made reflections. Reflection was done after analyzing the observation result from the first meeting until the fifth meeting. Based



on the observation result, there was improvement in students' speaking skill. They were enthusiastic and more active during teaching and learning process. The result of the data analysis would be matched to the criteria of success. From this cycle, the researcher found 3 students who failed the test. It means that all steps of the action were successful and matched with the criteria of success because the criteria of success in this study were achieved. It was 83% among the whole members of the Eleventh Grade in MA Annuriyyah Jember. There were 15 students who passed the test and there were only 3 students who failed the test. So, from the result of this research, the researcher considered that students' speaking skill were absolutely improved and did not need to be continued to next cycle.

### **C. Discussion**

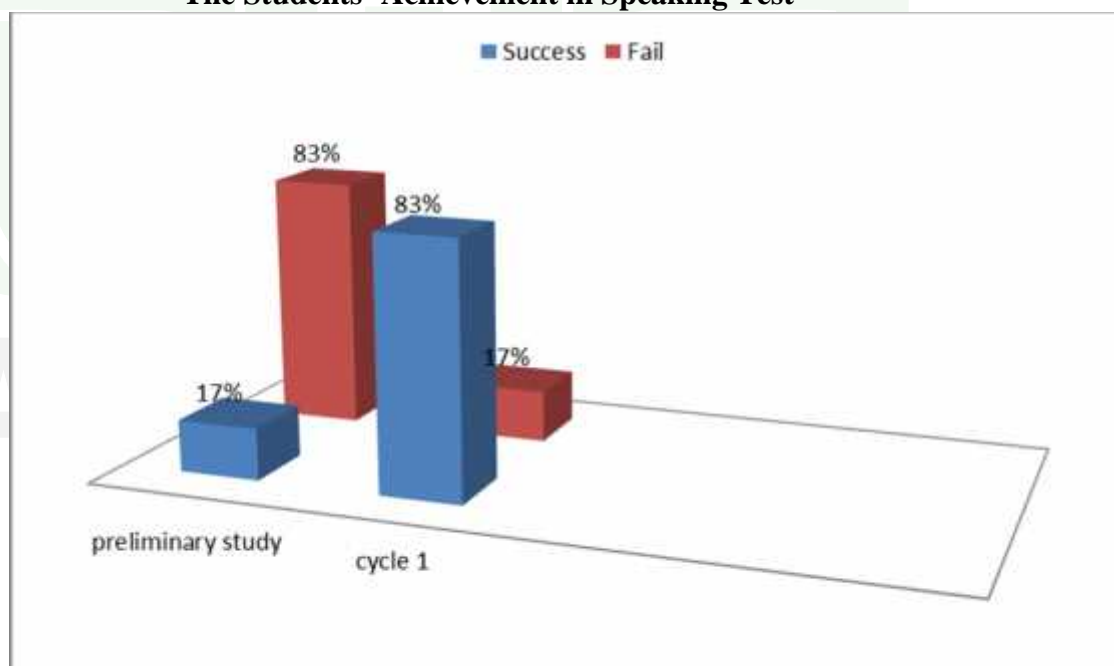
This section presented the discussion of the research finding which related to the theories. The implementation of video-assisted guided conversation could help the students in enhancing their speaking achievement. It could be seen from the student's score which was gradually improved. There were 18 students in XI IIS. From preliminary study, there were 17% (3 students) who passed the minimum mastery level criterion, while the other were 83% (15 students) who failed. From this cycle, after implementing all steps of the action the researcher found that the students' speaking ability had increased, there were 15 students or 83% who passed the

test while only 3 students or 17% who failed the test. It means there was development of the students' speaking skill from preliminary study.

From the data achievement above, it could be concluded that the effect of the implementation technique was better than in preliminary study. It was appropriate with one of statement part in chapter II. Actually, Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. It means that the implementation of video-assisted guided conversation could improve the students' speaking ability.

In addition, it was necessary to see the improvement in preliminary study to the test in this research. For detail, it can be clearly seen in diagram below:

**Picture 4.3**  
**The Students' Achievement in Speaking Test**



From the diagram above, we can see the improvement of the students' speaking skill from the preliminary study to the test in this research. The number of students who passed the test also showed the significant increase. Therefore, it was essential to know the achievement of each student. The diagram provides us with the detail data of students' improvement from preliminary study to the test in this research.

This research was in line with the previous research conducted by Flaurensia Agustine entitled "Improving Students' Ability About Asking and Giving Opinion through Guided Conversation" in which the previous researcher found that there was significant improvement in students' speaking skill that the qualification of students' mean score in second cycles (70.8) which reach 100% of achievement score is Good to Excellent. Whereas, this research found that there was significant improvement in students' speaking skill that the average of students' post test score increased 19% from 67 to 80.

This strategy has fulfilled the criteria of success in speaking. As the theory on how to teach speaking by Thornbury mentioned, "There are some things should be done by the teacher in the teaching speaking skill, such as; the target language is always used, ask the student some questions to test their abilities, not interrupting the students, give the students time to try speaking, give them a long chance to speak, pay attention to the message than to the structure of language and give the comment at the end, it is better to give a lot of feedback more than only evaluating and judging on students conversation and do not over-praise them, the latter is an obvious compliment of their

efforts as an example to others”.<sup>38</sup> This technique gave the students’ time to try speaking, give them a long chance to speak, also ask the students some questions to test their abilities.

It also has fulfilled Intensive speaking as it was supported by Brown that there are six types of classroom speaking performance that the students are expected to carry out in the classroom, one of them is intensive speaking. Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language”. In this technique, students practiced both aspect of language because students learnt to make a conversation and express it in a stage.

The goal of using video as a media assisted a technique in this research 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.<sup>39</sup> 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

<sup>38</sup> S. Tornbury, *How to teach vocabulary* (UK: Pearson Education Ltd,2002)

<sup>39</sup> Putri Kumala Dewi, Nia Budiana, *Media Pembelajaran Bahasa*, (Malang: UB Press, 2018),129

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 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.<sup>40</sup>

Video-assisted guided conversation did not only consist of how to teach speaking but also in aspects of speaking, characteristic of effective speaking activities, the activities to promote speaking skill. Furthermore, this technique improved speaking skill. All of the results of instruments after accomplishing the classroom action research revealed the great results of implementing video-assisted guided conversation in improving students' speaking only in one cycle. It proves that improving students' speaking though this technique can be applied as one of good techniques at all levels. Specifically, it means that Eleventh Grade students of MA Annuriyyah Jember were successful in improving their speaking competence through video-assisted guided conversation.

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<sup>40</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman),282.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section is the conclusion of the study related to The Implementation of Video-Assisted Guided Conversation to Improve Students' Speaking Skill at Eleventh Grade of MA Annuriyyah Jember. The second section is suggestions.

#### A. Conclusions

The researcher used video-assisted guided conversation to improve students' speaking skill at XI IIS of MA Annuriyyah Jember started from planning to reflecting. Based on the research findings, it can be explained that the mean pre-test score was 67. There were 3 students (17%) who passed the test and there were 15 students (83%) who failed the test. After video-assisted guided conversation was implemented, the mean score of the post-test was 80. The students who passed the test increased from 17% to 83%. There were 15 students (83%) who passed the test and only 3 students (17%) who failed the test. Based on the data, it was concluded that the students' speaking skill could be improved by using video-assisted guided conversation.

#### B. Suggestions

In regard to the use of the findings, some suggestions were addressed to the English teacher and future researchers. It is suggested that the teachers should use representative and interesting teaching technique or media such as video-assisted guided conversation to teach the students because it could create new understanding to the students that learning speaking is not

difficult. Besides, it is also expected that future researchers to do similar research on implementing video-assisted guided conversation, so the results will add to the existing knowledge on improving students' speaking skill.



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IAIN JEMBER

## Appendix 1

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Dewi Syaroh Hidayati  
Place, date of birth : Jember, 14 April 1998  
Address : Mangli, Jember  
Faculty : Education and Teacher Training  
Program : English Education

State that thesis entitled "The Implementation of Video-Assisted Guided Conversation to Improve Students' Speaking Skill at Eleventh Grade of MA Annuriyyah Jember" 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, 28<sup>th</sup> May 2021  
Author



Dewi Svaroh Hidayati  
NIM. T20166037

Appendix 2

MATRIX OF RESEARCH

TITTLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	GENERAL QUESTION
<b>The Implementation of Video-Assisted Guided Conversation to Improve Students' Speaking Skill at Eleventh Grade of MA Annuriyyah Jember</b>	VIDEO-ASSISTED GUIDED CONVERSATION  SPEAKING SKILL	<ol style="list-style-type: none"> <li>The procedure of video-assisted guided conversation technique</li> <li>The advantages of video-assisted guided conversation technique</li> </ol> <ol style="list-style-type: none"> <li>Content</li> <li>Pronunciation</li> <li>Grammar</li> <li>Vocabulary</li> <li>Fluency</li> </ol>	1. Primary Data: Students' speaking test score (previous semester score and post test-1)	<ol style="list-style-type: none"> <li>Research Design : Classroom Action Research (CAR). The Stages of CAR:               <ol style="list-style-type: none"> <li>Planning</li> <li>Acting</li> <li>Observing</li> <li>Reflecting</li> </ol> </li> <li>Data collection method :               <ol style="list-style-type: none"> <li>Observation</li> <li>Interview</li> <li>Test</li> <li>Document review</li> </ol> </li> <li>Technique of Data Analysis :               <ol style="list-style-type: none"> <li>Average Score                   <math display="block">\bar{X} = \frac{\sum}{n}</math>                   Notes : X : mean x : individual score n : number of students                 </li> </ol> </li> </ol>	How does a video assisted guided conversation improve the student's speaking skill at eleventh grade of MA Annuriyyah Jember?

				<p>b. Pass Score</p> $P = \frac{F}{N} \times 100 \%$ <p>Notes :</p> <p>P : the class percentage</p> <p>F : total percentage score</p> <p>N : number of students</p> <p>4. Validation of data : Content Validity</p> <p>5. Criteria of Success</p> <p>This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 80% of the total students in the research.</p>	
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IAIN JEMBER

## Appendix 3

### LESSON PLAN 1

#### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: MA Annuriyyah Jember
Mata pelajaran	: Bahasa Inggris
Materi Pokok	: (Speaking) Asking and Giving Opinion
Kelas/semester	: XI IIS
Alokasi	: 2 jam pelajaran (2 pertemuan)

#### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama Islam
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

- 1.1 : Mensyukuri kesempatan dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 1.2 : Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 3.2 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)
- 4.2 : Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dan pikiran

## **C. Indikator pencapaian kompetensi**

- 3.2.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.2 Mengurai gambaran umum dan informasi tertentu dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.3 Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pada ungkapan menyatakan pendapat dan pikiran.
- 4.2.1 Menyunting teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.
- 4.2.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

#### **D. Tujuan Pembelajaran**

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Mengidentifikasi opini.
2. Menjelaskan fungsi pendapat yang benar
3. Meminta pendapat yang benar.
4. Memberikan pendapat yang benar

#### **E. Materi Pembelajaran**

Asking opinion :

- What do you think about.....?
- Do you think.....?
- Do you have any idea about.....?
- Was it .....?
- How is your opinion?
- Would you give me your opinion on.....?
- Please give me your frank opinion?

Giving opinion :

- I think .....
- Believe that.....
- According to some experts.....
- I personally think /feel ....
- I feel that.....
- I'd like to point out that.....

Responses expression :

- I agree with you
- I don't think so.
- I disagree with you
- What I have in my mind is.....
- No everyone will agree with me, but ....
- Most people agree with.....

Example:

*Personal point of view*

Sita : oh my god, I feel so sad after seeing so many rubbish in front of this class, how about you? What do you think?

Gilang: almost everyone agree with you. But why don't you directly take them and put them in the bin?

Sita : ups, that's true

**F. Metode Pembelajaran**

Metode : Video-assisted Guided Conversation

**G. Media, Alat dan Sumber Belajar**

Media : Suara guru, video

Alat dan bahan : Spidol, papan tulis, LCD, Laptop

Sumber Belajar : Buku Bahasa Inggris kelas XI Semester 1,  
Youtube

**H. Kegiatan pembelajaran**

Langkah pembelajaran	Aktifitas pembelajaran	Waktu
Pre-Activity	<ol style="list-style-type: none"><li>1. Memberikan salam</li><li>2. Membuka dengan doa</li><li>3. Menanyakan daftar hadir siswa</li><li>4. Menanyakan kabar kepada siswa</li><li>5. Membagikan name tag kepada siswa</li><li>6. Memberikan ice breaking berupa "Puzzle Word game"</li><li>7. Menfokuskan siswa</li><li>8. Menstimulasi siswa dengan memberikan opini tentang game yang sudah dilakukan</li><li>9. Menyampaikan materi yang akan dipelajari</li></ol>	10 Menit
Whilist-Activity		
Observing	<ol style="list-style-type: none"><li>1. Siswa mengamati video yang</li></ol>	



(simulation)	<p>ditampilkan oleh guru</p> <ol style="list-style-type: none"> <li>Siswa belajar menemukan masalah, ungkapan memberikan opini dan respon dari video</li> <li>Siswa menirukan model ilustrasi menanyakan opini dan responnya sesuai dengan video yang ditanyakan</li> </ol>	15 Menit
Questioning problem	<ol style="list-style-type: none"> <li>Guru menanyakan siswa tentang masalah dalam asking, and responding of opinion.</li> <li>Guru mengajak anak untuk menanyakan apa yang belum dipahami.</li> </ol>	10 menit
Experimenting/Exploring (Data Collection)	<ol style="list-style-type: none"> <li>Guru memberikan contoh asking for opinion sesuai di buku</li> <li>Guru memberikan beberapa pertanyaan kepada siswa secara acak mengenai pemberian opini, dan siswa lainnya di minta merespon dari pemberian opini temannya yang sudah menjawab.</li> </ol>	20 Menit
Associating(Data Process)	<ol style="list-style-type: none"> <li>Guru memberitahu apa saja atau cara-cara bagaimana mengekspresikan opini.</li> <li>Guru menjelaskan tentang Guided conversation</li> </ol>	5 Menit
Creating and communicating	<ol style="list-style-type: none"> <li>Guru membagi kelompok yang terdiri dari 2 orang</li> <li>Guru menyuruh siswa untuk praktik dan membacakan teks conversation yang berisi tentang materi asking and giving opinion</li> <li>Guru memberi feedback kepada setiap kelompok</li> </ol>	25 Menit
Post-activity	<ol style="list-style-type: none"> <li>Guru mereview apa yang sudah dipelajari</li> <li>Guru memberi motivasi dan menutup dengan doa</li> <li>Mengucapkan salam</li> </ol>	5 Menit

## I. Worksheet

- **English conversation cards**

*Situation: choosing a dress in a department store.*

*Naima: I love these two dresses. But I have to choose one. What do you think? Which one is suited to me?*

*Naomi: I think the dress which has peach color is suited to you.*

*Naima: really? But the blue one has a beautiful design.*

*Naomi: You're right. But it seems too big to you isn't it?*

*Naima: yea...*

*Naomi: I have an idea! Let's find a dress which has peach color, but the design is similar to the blue one?*

*Naima: yeah... That's sounds good!*

## J. Assessment

### a. Scoring Rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Fluency				
2	Pronunciation				
3	Intonation				

### b. Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Melakukan percakapan dengan lancar, pelafalan benar, dan intonasi tepat
2	3	Melakukan percakapan dengan sedikit tersendat, pelafalan ada yang kurang benar, dan intonasi kurang tepat
3	2	Melakukan percakapan dengan tidak lancar, pelafalan tidak benar, dan intonasi tidak tepat
4	1	Tidak melakukan percakapan atau berhenti di tengah-tengah percakapan dan mengulangi lagi di lain kesempatan

**c. Instrumen: Rubrik Pengamatan (Peer Assessment)**

No	Nama Siswa	Berpartisipasi dalam mengerjakan tugas				Menyelesaikan tugas dengan baik								MODUS
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														

- 4 = selalu
- 3 = Sering
- 2 = kadang-kadang
- 1 = tidak pernah
- **Sikap Percaya diri**

**d. Instrumen: Self -Assessment (Penilaian diri sendiri)**

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1

<p>Mengetahui, Guru mata pelajaran</p> <p><b><u>Ahmad Hubil Hoir, S.Pd</u></b></p>	<p>Jember, 14 September 2020</p> <p>Mahasiswa</p> <p><b><u>Dewi Syaroh Hidayati</u></b></p>
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## LESSON PLAN 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA Annuriyyah Jember  
Mata pelajaran : Bahasa Inggris  
Materi Pokok : (Speaking) Asking and Giving Opinion  
Kelas/semester : XI IIS  
Alokasi : 2 jam pelajaran (2 pertemuan)

#### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama Islam  
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

#### B. Kompetensi Dasar

- 1.1 : Mensyukuri kesempatan dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

- 1.2 : Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 3.2 : Menerapkan fungsi sosial, stuktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)
- 4.2 : Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, stuktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dan pikiran

### C. Indikator pencapain kompetensi

- 3.2.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.2 Mengurai gambaran umum dan informasi tertentu dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.3 Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pada ungkapan menyatakan pendapat dan pikiran.
- 4.2.1 Menyunting teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.
- 4.2.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

### D. Tujuan Pembelajaran

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Mengidentifikasi opini.
2. Menjelaskan fungsi pendapat yang benar

3. Meminta pendapat yang benar.
4. Memberikan pendapat yang benar

### E. Materi Pembelajaran

Asking opinion :

- What do you think about.....?
- Do you think.....?
- Do you have any idea about.....?
- Was it .....?
- How is your opinion?
- Would you give me your opinion on.....?
- Please give me your frank opinion?

Giving opinion :

- I think .....
- Believe that.....
- According to some experts.....
- I personally think /feel ....
- I feel that.....
- I'd like to point out that.....

Responses expression :

- I agree with you
- I don't think so.
- I disagree with you
- What I have in my mind is.....
- No everyone will agree with me, but ....
- Most people agree with.....

Example:

*Personal point of view*

Sita : oh my god, I feel so sad after seeing so many rubbish in front of this class, how about you? What do you think?

Gilang: almost everyone agree with you. But why don't you directly take them and put them in the bin?

Sita : ups, that's true

## F. Metode Pembelajaran

Metode : Video-assisted Guided Conversation

## G. Media, Alat dan Sumber Belajar

Media : Suara guru, video

Alat dan bahan : Spidol, papan tulis, LCD, Laptop

Sumber Belajar : Buku Bahasa Inggris kelas XI Semester 1,  
Youtube

## H. Kegiatan pembelajaran

Langkah pembelajaran	Aktifitas pembelajaran	Waktu
Pre-Activity	<ol style="list-style-type: none"><li>1. Memberikan salam</li><li>2. Membuka dengan doa</li><li>3. Menanyakan daftar hadir siswa</li><li>4. Menanyakan kabar kepada siswa</li><li>5. Menfokuskan siswa</li><li>6. Menstimulasi siswa dengan memberikan opini tentang keadaan di kelas</li><li>7. Menyampaikan materi yang sedang dipelajari</li></ol>	10 Menit
Whilist-Activity		
Observing (simulation)	<ol style="list-style-type: none"><li>1. Siswa mengamati video yang ditampilkan oleh guru</li><li>2. Siswa belajar menemukan masalah, ungkapan memberikan opini, respon dan solusinya berdasarkan video</li><li>3. Siswa menirukan model ilustrasi menanyakan opini dan responnya sesuai dengan video yang ditanya</li></ol>	15 Menit
Questioning problem	<ol style="list-style-type: none"><li>1. Guru menanyakan siswa tentang masalah dalam meminta, memberi, dan merespon opini</li></ol>	10 menit

	2. Guru mengajak anak untuk menanyakan apa yang belum dipahami.	
Experimenting/Exploring (Data Collection)	<ol style="list-style-type: none"> <li>1. Guru memberikan contoh asking for opinion dari sumber yang lain</li> <li>2. Guru memberikan beberapa pertanyaan kepada siswa secara acak mengenai pemberian opini, dan siswa lainnya di minta merespon dari pemberian opini temannya yang sudah menjawab.</li> </ol>	25 Menit
Associating(Data Process)	<ol style="list-style-type: none"> <li>1. Guru memberitahu apa saja atau cara-cara bagaimana mengekspresikan opini.</li> <li>2. Guru memberitahukan penjelasan tentang guided conversation dan bagaimana penggunaannya</li> </ol>	5 Menit
Creating and communicating	<ol style="list-style-type: none"> <li>1. Guru membagi kelompok yang terdiri dari 2 orang</li> <li>2. Guru menyuruh siswa untuk membuat teks conversation yang minimal setiap siswa menanyakan dan meyakini pendapat.</li> <li>3. Guru menyuruh siswa untuk menampilkan conversation depan kelas dan setiap group diberikan waktu masing-masing 2 menit</li> <li>4. Guru memberi feedback</li> </ol>	20 Menit
Post-activity	<ol style="list-style-type: none"> <li>1. Guru mereview apa yang sudah dipelajari sekarang.</li> <li>2. Guru memberi motivasi dan menutup dengan doa</li> <li>3. Mengucapkan salam</li> </ol>	5 Menit

## I. Worksheet

- List of group theme of conversation
1. Getting school
  2. Playing game
  3. Shopping



4. Birthday
5. Study
6. Take a bath
7. Listening to the music

## J. Assessment

### a. Scoring Rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Fluency				
2	Pronunciation				
3	Intonation				

### b. Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Melakukan percakapan dengan lancar, pelafalan benar, dan intonasi tepat
2	3	Melakukan percakapan dengan sedikit tersendat, pelafalan ada yang kurang benar, dan intonasi kurang tepat
3	2	Melakukan percakapan dengan tidak lancar, pelafalan tidak benar, dan intonasi tidak tepat
4	1	Tidak melakukan percakapan atau berhenti di tengah-tengah percakapan dan mengulangi lagi di lain kesempatan

### c. Instrumen: Rubrik Pengamatan (Peer Assessment)

No	Nama Siswa	Berpatisipasi dalam mengerjakan tugas				Menyelesaikan tugas dengan baik				MODUS			
		1	2	3	4	1	2	3	4	1	2	3	4
1													
2													

➤ 4 = selalu

➤ 3 = Sering

- 2 = kadang-kadang
- 1 = tidak pernah

➤ **Sikap Percaya diri**

**d. Instrumen: Self -Assessment (Penilaian diri sendiri)**

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1





<p>Mengetahui, Guru mata pelajaran</p> <p><b><u>Ahmad Hubil Hoir, S.Pd</u></b></p>	<p>Jember, 14 September 2020</p> <p>Mahasiswa</p> <p><b><u>Dewi Syaroh Hidayati</u></b></p>
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IAIN JEMBER

## Appendix 4

The student's previous semester score

<b>NO</b>	<b>Initial</b>	<b>Total Score</b>	<b>Fail/Pass</b>
1	AZS	68	FAIL
2	AZ	80	PASS
3	CS	56	FAIL
4	CFM	76	PASS
5	DDM	60	FAIL
6	DK	73	FAIL
7	ELM	67	FAIL
8	EY	72	FAIL
9	FZ	52	FAIL
10	IB	72	FAIL
11	KS	64	FAIL
12	MQ	60	FAIL
13	RT	72	FAIL
14	SED	64	FAIL
15	SDI	68	FAIL
16	SA	52	FAIL
17	TIF	68	FAIL
18	KAM	78	PASS
<b>Total</b>		1.202	

## Appendix 5

### The Presence list of XI IIS Class





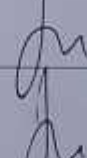


No	Name
1	Adinda Zahratu Shofa
2	Alifatus Zakia
3	Camellia Sabata
4	Cowima Fanza Maulida
5	Deviatul Dwi Masruroh
6	Dian Khumairoh
7	Eva Lailatul Maghfiroh
8	Evi Yusnita
9	Fatimatus Zahro
10	Intan Berliantinas
11	Khoirus Syakirina
12	Mariatul Qitiyah
13	Reni Triawati
14	Sevira Ellian Dini
15	Sefi Dwi Ismayanti
16	Siti Aisyah
17	Tias Indah Fetrizah
18	Khofifah Aini Musrifah


IAIN JEMBER

## Appendix 6

### RESEARCH JOURNAL ACTIVITIES

Name : Dewi Syaroh Hidayati  
NIM : T20166037  
Title : The Implementation of Video-Assisted Guided Conversation to Improve Students' Speaking Skill at Eleventh Grade of MA Annuriyyah Jember  
Location : MA Annuriyyah Jember

No	Day/Date	Activity	Initials
1.	Saturday, 5 <sup>th</sup> September 2020	The researcher gives a "Surat permohonan penelitian" to the school and discusses with English teacher	
2.	Tuesday, 22 <sup>nd</sup> September 2020	The researcher did observation and continued by pre-test	
3.	Tuesday, 06 <sup>th</sup> October 2020	The reseracher implements the action (first meeting) in cycle one	
4.	Thursday, 08 <sup>th</sup> October 2020	The reseracher implements the action (second meeting) in cycle one	
5.	Tuesday, 13 <sup>th</sup> October 2020	The reseracher implements the action (third meeting) in cycle one	
6.	Thursday, 15 <sup>th</sup> October 2020	The reseracher implements the action (fourth meeting) in cycle one	
7.	Tuesday, 20 <sup>th</sup> October 2020	The reseracher implements the action (five meeting) in cycle one	

8.	Thursday, 24 <sup>th</sup> December 2020	The researcher asks for a letter of research finishing	
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Jember, 24<sup>th</sup> December 2020



Headmaster of Madrasah,

Abahal Ghussoh, M. Pd.





## Appendix 7

### 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

No	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
<b>A. ISI</b>						
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.8 dan 4.8				✓	
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetapkan				✓	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan				✓	
<b>B. KONSTRUK</b>						
	1. Soal di susun menggunakan tes lisan untuk mengetahui kemampuan " <i>speaking</i> " siswa				✓	
	2. Soal di susun sesuai dengan teori <i>simple present tense</i>				✓	



## KISI - KISI SOAL SPEAKING

Sekolah : MA Annuriyah

Waktu : 40 menit

Mata Pelajaran: Bahasa Inggris

Skill : Speaking

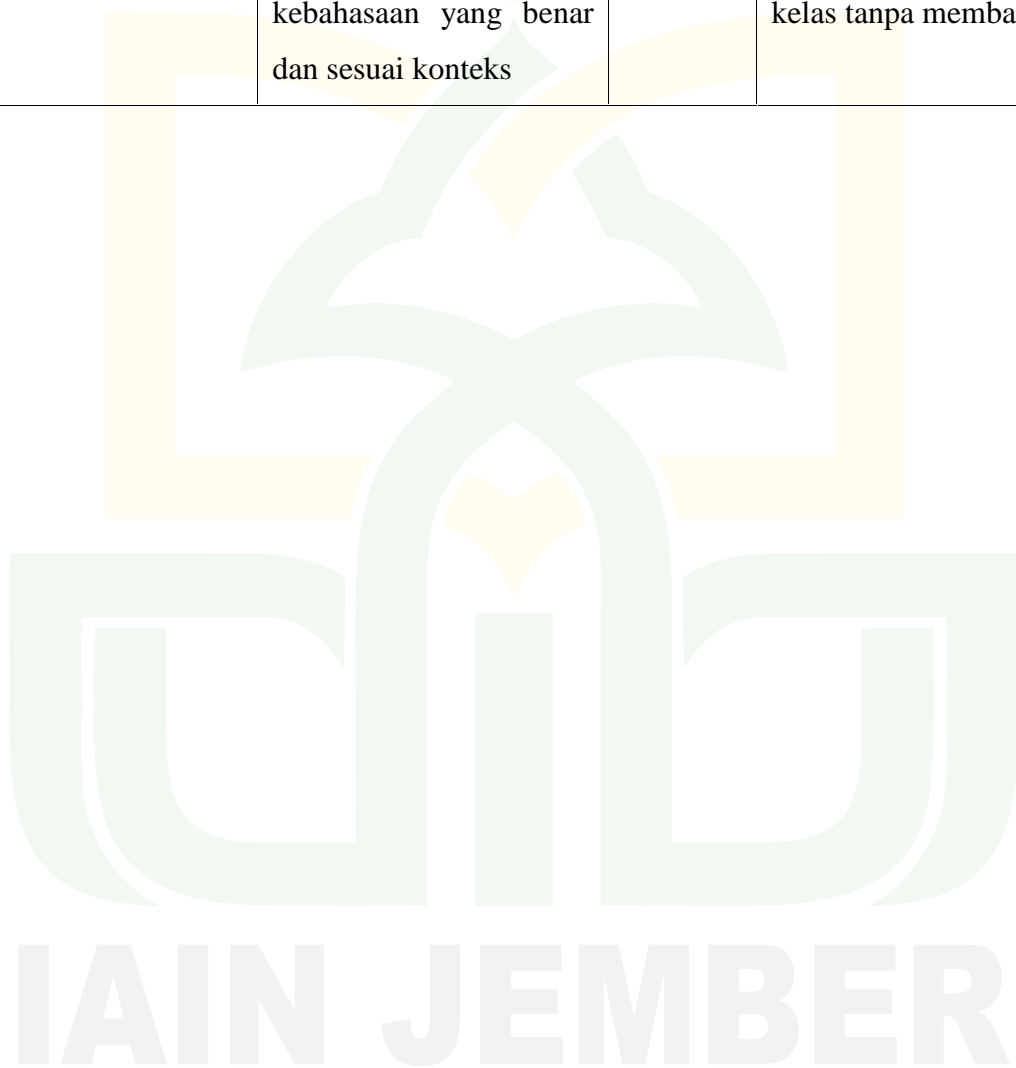
Kelas : XI IIS

Bentuk Soal : Oral

Semester : 2 (Genap)

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
<p>KI3: Memahami, menerapkan, menganalisis pengetahuan factual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humainiora dengan wawasan kemanusiaan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p>	<p><i>Asking and giving opinion</i></p>	<p>Pada pertemuan pertama dan kedua, peserta didik mempraktekkan materi meminta dan memberi pendapat dengan cara guru menunjuk salah satu siswa untuk membuat kalimat meminta opini dan siswa tersebut diminta untuk menunjuk salah satu temannya untuk memberikan opini. kegiatan ini dilakukan secara bergantian. Pertemuan ketiga dan keempat, siswa membuat percakapan yang berisi dua orang tentang asking and giving opinion lalu mempraktekkan di depan kelas. Pada <i>speaking test</i> setiap</p>
<p>KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak</p>	<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek</p>		

<p>terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan</p>	<p>dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kelompok siswa yang terdiri dari dua orang mendapatkan tema yang berbeda-beda untuk mempersiapkan percakapan meminta dan memberi pendapat yang akan ditampilkan di depan kelas tanpa membaca teks</p>
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## Appendix 8

### DOCUMENTATION

1. Picture 1



2. Picture 2



3. Picture 3







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

Jl. Matarani No.1 Mlangi, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://tik.iain-jember.ac.id](http://tik.iain-jember.ac.id) e-mail : [ia@iainjember@gmail.com](mailto:ia@iainjember@gmail.com)

Nomor : B. 0720/tn.20/3.a/PP.00.9/09/2020 01 September 2020  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MA Annuriyyah  
Jl Darmawangsa No. 79, Krajan, Kaliwining, Kec. Rambipuji, Kab. Jember, Jawa Timur  
68152

*Assalamualaikum Wr Wb.*

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

Nama : Dewi Syaroh Hidayati  
NIM : T20166037  
Semester : IX  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *The Use of Video-Assisted Guided Conversation to Improve Students Speaking Skill at Eleventh Grade of MA Annuriyyah Jember* selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/ Ibu Ababal Ghussoh, M. Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Waka Kurikulum
3. Guru Mata Pelajaran
4. Peserta Didik

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

a.n. Dekan

Wakil Dekan Bidang Akademik,



Mashudi





YAYASAN ANNURIYYAH KALIWINING  
**MADRASAH ALIYAH ANNURIYYAH**  
NSM: 131235090040 | NPSN: 20580261 TERAKREDITASI A  
Jl. Dharmawangsa No. 65 ☎ (0331) 712441 Rambipuji - Jember 68152  
website : [www.annuriyyah.sch.id](http://www.annuriyyah.sch.id) | email : [ma.annuriyyah@gmail.com](mailto:ma.annuriyyah@gmail.com)

### SURAT KETERANGAN

Nomor : 055/MA.An/E.7/XII/2020

Yang bertanda tangan di bawah ini :

Nama : ABABAL GHUSSOH, M.Pd.  
Jabatan : Kepala Madrasah

Menerangkan bahwa Mahasiswa berikut ini :

Nama : DEWI SYAROH HIDAYATI  
NIM : T20166037  
Fakultas/Jurusan : FTIK/ Tadris Bahasa Inggris

telah menyelesaikan penelitian dalam bentuk observasi dengan judul "*The Implementation of Video-Assisted Guided Conversation to Improve Student's Speaking Skill at Eleventh Grade of MA Annuriyyah Jember*" dari tanggal 05 September 2020 s.d. 20 Oktober 2020.

Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 24 Desember 2020

Yayasan Annuriyyah Kaliwining  
Kepala Madrasah,  
  
ABABAL GHUSSOH, M.Pd.



## AUTOBIOGRAPHY



Name : Dewi Syaroh Hidayati  
NIM : T20166037  
Place, date of birth : Jember, 14 April 1998  
Adress : Mangli, Jember  
Gmail Adress : dewisyaroh14@gmail.com  
Mayor : English Education Department  
Faculty : Education and Teacher Training  
University : UIN Achmad Siddiq Jember  
Educational Background :

1. MI Al-Hidayah Jember (2005-2010)
2. MTS Baitul Hikmah Jember (2010-2013)
3. MA Nurul Jadid Paiton Probolinggo (2013-2016)