IMPROVING STUDENTS' SPEAKING ABILITY THROUGHVIDEO AT GRADE VIII OF SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State Collage for Islamic Studies Padangsidimpuan in Partial Fullfilment of the Requirement for Degree of Islamic Educational Scholar (S.Pd) in English Program

Written By :

AISAH DAULAY
Reg. Number: 15 203 00106

ENGLISH EDUCATIONAL PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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ENGLISH EDUCATIONAL PROGRAM
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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

LETTER OF AGREEMENT

Term   : Munaqosyah
              a.n. Erni Yusnidar Nasution

Item   : 7 (seven) exemplars

Padangsidimpuan,   December 2019

To:
Dean Tarbiyah and
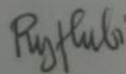Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Aisah Daulay**, entitled **"Improving Students' Speaking Ability Through Video at Grade VIII of SMP Negeri 5 Padangsidimpuan"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
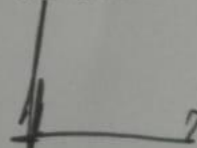
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DECLARATION LETTER OF SELF THESIS COMPLETION

The name who signed here

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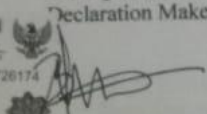Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3

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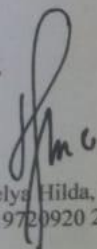
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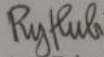</div>

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EXAMINERS
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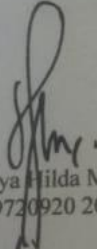
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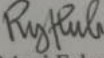
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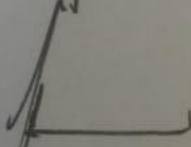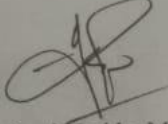
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Date   : Desember, 20th 2019
Time   : 14.00 WIB until finish
Result/Mark : 87, 5 (A-)
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Predicate   : Memuaskan

LEGALIZATION

Thesis : IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIDEO AT GRADE VIII OF SMA NEGERI 5 PADANGSIDIMPUAN

Written By : AISAH DAULAY

Reg. No : 15 203 001 06

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic education (S.Pd) in English

Padangsidimpuan, December 2019

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بسم الله الرحمن الرحيم

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled "Improving Students Speaking Ability Through Video at Grade VIII of SMP Negeri 5 Padangsidimpuan". This thesis is written in order to fulfillment of the requirement for degree of Islamic Education Scholar (S.Pd.) in English Education Study Program at Tarbiyah Departement of State College for Islamic Studies IAIN Padangsidimpuan.

I have received suggestion, guidance, and encouragement from many people during writing this thesis. The researcher was also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag, as my first advisor and Mr. Zainuddin, S.S.,M.Hum., as my second advisor who have guided me for finishing this thesis, who have been the great advisor for me and gave me much idea or suggestions sincerely and patiently during the progress of writing this thesis.

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6. IAIN Padangsidimpuan librarian (Mr. Yusri Fahmi, S.Ag., S.S., M.Hum.) for their cooperative and permission to use their book.

7. Headmaster of SMP Negeri 5 Sibabangun Padangsidimpuan, Jamali, S.pd, who had allowed me to the research establishment, information giving, and data collection admittance of the thesis. I appreciated much to the co-teacher Mrs. Hapsyah Sri Mei, S.Pd., as the English teacher at the research school to collaborate with me in completing the thesis data collection.

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always help in everything. Thank you for all the things done to everyone who gave helping whether mentioned or not to finish the thesis.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 07th November 2019
Researcher

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Judul Skripsi   : **Improving Students' Speaking Ability Through Video At Grade VIII of SMP Negeri 5 Padangsidimpuan**

ABSTRAK

Penelitian ini berbicara tentang meningkatkan kemampuan berbicara siswa melalui video. di kelas kemampuan berbicara siswa masih dalam rata-rata kelulusan kelas bahasa ingggris. skor kemampuan berbicara siswa adalah masih rendah. para siswa masih rendah dalam motivasi dan mereka kekurangan kosa kata. Penelitia ini bertjuan untuk meningkatkan kemampuan berbicara siswa dengan menggunakan media Vidio di smp negeri 5 padangsidimpuan.

Metode yang digunakan dalam penelitian ini adalah penelitian tidak kelas, dengan menerapkan perencanaan, bertindak, mengamati, dan mencerminkan cara. kemudian, ada dua metode yang digunakan dalam peneletian ini, yaitu metode kuantitatif and metode kualitatif. kuantitatif digunakan untuk mengukur skor kemampuan berbicara siswa dengan menggunakan tes, sedangkan kualitatif digunakan unruk mendukung data yang diproleh dari metode kuantitatif. dengan menggunakan lembar obsevasi dalam penelitisn ini, penelititi menggunakan dua siklus. bahkan partisipan dalam penelitian ini adalah siswa kelas VIII-4 yang terdiri dari 30 siswa da nada juga yang berkolaborasi dengan guru bahasa inggris sebagai co-guru bahasa inggris.

Berdasarkan hasil penelitian, menunjukkan peningkatan skor rata-rata siswa. Skor rata-rata jika tes siklus pertama dalam siklus satu adalah 54.4 dan skor rata-rata tes siklus kedua adalah 74.23. disimpulkan bahwa skor rata-rata pada tes siklus kedua lebih tinggi dari pada siklus petama (974.23 > 54.4), peningkata itu signifikan, karna siswa mendapat peningkatan dan siswa lebih aktif, kebih antusias, dan memiliki motivasi tinggi dalam belajar berbicara dalam konteks bertanya dan memberi arahan dengan menggunakan media video VIII SMP Negeri 5 Padangsidimpuan.

kata kunci: penelitian tindak kelas, kemampuan berbicara, media vidio

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ABSTRACT

This research was talking about Improving Students' Speaking Ability Through Video At Grade   VIII of SMP Negeri 5 Padangsidimpuan. The students speaking ability was still in the average of passing grade of English. The students speaking ability score was is poor grade. The students were is still low in motivation and they had lack of vocabularies. This research aimed to improve students' speaking ability by using Video media in SMP Negeri 5 Padangsidimpuan.

The method used in this research was classroom action research, by implementing planning, acting, observing, and reflecting ways. Then, there were 2 methods used in this research; they were quantitative and qualitative method. Quantitative was used to measure the students speaking ability score by using test, while qualitative was used to support the data gotten form the quantitative method. By using observation sheet. In this research, the researcher use two cycles. Moreover. The participant of this research were the grade VIII-4 students consisted 30 students and also there was collaborating with an English teacher as co- English teacher.

Based on the research result, showed the improvement mean score of students. The mean score if first cycle test in the cycle 1 was 54.4 and the mean score of the second cycle test was 74.23. It been concluded that the mean score in the second cycle test was higher than the first cycle (74.23 >54.4). The improvement was significant, because the students got improvement and the students were more active, more enthusiastic, and have high motivation in learning speaking ability in context of asking and giving direction by using VIDEO media.

Keywords: Classroom Action Research, Speaking Ability, Video Media

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is one a subject which is very important in the school, Because English is an international language that is used by million people all over the world to communicate with another people who came from the other nation or country. English has concluded as the lesson in curriculum. Education Curriculum of Indonesian for Senior High School mentions the purpose of learning English for students is to provide them the creativity of using English language as a tool of communication even if it is for speaking or writing.

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Many people feel that speaking is difficult. *First*, speaking happens in real time. *Second,* speaking cannot be edited and revised. We will be possible to do mistakes in pronunciation or grammar. The following illustration will present some of significances of speaking.

The first, it can transfer idea, thinking, and opinion. Many ideas can be transferred to other people. This is the way to transfer idea; by asking information or asking opinion. *The second,* it can take and give the information and knowledge. Much information and knowledge can be received. It gives and takes the information and knowledge to other people

and they will receive the new information. *The last*, can activate of brain directly. Definitely, in speaking activity does not have much time for thinking.It is directly without preparation. It can be improved. Then, it must be practiced and make it happen every day whenever and wherever.

Based on the illustration above, it has showed that speaking is necessary for everybody in daily activity especially English students. However, speaking is problematic at grade VIII-4 of SMP Negeri 5 Padangsidimpuan in aspect of ability and mentalist. The fact is revealed in the following illustration. It has found from the English teacher and the students. The teacher has said that students' speaking ability is low. The proof was from the students' rapport result. They got the result average 50-65 while the KKM at SMP N 5 Padangsidimpuan is 75 for all English skills.[1] The students come from different ethnic group. Some of them are Bataknese, and Javanese. The accent is different each other. The phenomenon in the field, the Bataknese is difficult to speak English smooth. It relates to the pronunciation. Actually, not only Bataknese has the problem in accent but also Javanese.[2] The students' fluency and the accuracy are bad. Many students feel tremble, tight, and worry.

In addition, there are some students' problems in speaking ability. They are about accent, fluency, accuracy, comprehension, grammar, vocabulary, and lack of self-confidence. She said that not many students are

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[1]Marlina, English Teacher of SMP N 5 Padangsidimpuan, *Personal Interview*,(SMP N 5 Padangsidimpuan 21st February 2019) at 11:00 am.
[2]Marlina, English Teacher of SMP N 5 Padangsidimpuan, *Personal Interview*, (SMP N 5 Padangsidimpuan28th February 2019) at 09:00 am.

brave to speak out in front of the class from the hundreds of them. More than just four until five who has self-confidence to speak out. It has found the reasons. The first, they are afraid to do mistake. The second, they have high anxiety. Then, they do not practice it. The last, they have lack of self-confidence. [3]The researcher has got self-confidence as the main problem to be solved in speaking ability.

Moreover, the English teacher of SMP Negeri 5 Padangsidimpuan seldom to makes group discussion in teaching learning process. It has found the reason is the students will make noisy in the classroom. They often do reading and doing the exercises. It makes students get bored. One of ways to make effective teaching speaking is making the students active by using good and interesting method in teaching learning process so they enjoy and improve their speaking ability.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. Schools have to create the good output students. It means that, they are easy in doing communication. The school and the teachers will be exemplary if the teachers are able to make it happen. Douglas said, "There are nine the Communicative Fluency Activities for Language Teaching. They are interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, problem solving activities, role play and simulation technique.

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[3]RiskaMulyani at Grade X the second Semester of SMP Negeri 5Padangsidimpuan, (SMP Negeri 5 Padangsidimpuan, 10th March). At 10.00 am

From the alternative techniques above, the researcher chose to employ Video to improve students' speaking ability. It is an effective media in teaching speaking. At least five reasons are available as background of the choice. First, it is interesting. The second, the students are active in classroom. The third, there is a good interaction between students and teacher. Then, can be created positive respond. The last, the students will be critical thinking because they know what ought to do and not ought to do.

The researcher was interested in conducting a Classroom Action Research, which purpose to improve students' self-confidence in speaking ability. Therefore, from explanation above the researcher conducted the title of the research improving students' speaking ability through video at grade VIII of smpnegeri 5 padangsidimpuan.

B. Identification of the Problem

There are some problems found by the researcher during the observation. The problems found are related to the students, teachers' teaching method, and media used in the English class. The problems are as follow.

The first problems are related to the students. During his observation, the researcher found that some of the students did not pay attention to the teacher's explanation. The students from the back row made noises when the lesson in progress. They talked to each other while their teacher was explaining the lesson to them. The researcher also saw that some of the students just looking outside the class and there were students who just drew pictures or did homework from another subject. Then, from his observation, the researcher

saw that a number of students had low self- confidence when they were asked to speak in front of the class. They did not know what to say and how to express their ideas in English. This happened because they lacked the knowledge of vocabulary, grammar, and pronunciation.

The second problem is the problem was concerned with the technique that the teacher used in delivering materials. She did not use many interesting teaching techniques. She used a student worksheet (Lembar Kerja Siswa in Indonesian, abbreviated as LKS) as her primary guidance and a textbook published by the government as her supplement textbook.

The last problem is related to the teaching media. Most of the teaching media found in the school are visual media. There are fewer audio or audiovisual media. The teacher also seldom used media in the teaching and learning process. She just explained the lesson using the textbook and it was clearly seen that her students felt bored during the lesson. This also affected the effectiveness of her teaching especially when the materials needed actual objects as the examples.

C. Limitation of the Problem

Here, the researcher limits the problem of the research like "Improving Students' Speaking Ability ThroughVideo at Grade VIII of SMP N 5 Padangsidimpuan"

In this research, the researcher limited the speaking skill in Asking and giving information. The material for Asking and giving informationhere is about Asking and giving informationities. The researcher choose Asking and

giving informationas the topic of the conversation, because the Asking and giving informationwas in the Junior High School curriculum for speaking by using video. So, the researcher supposed to find out how the video could improve the students' speaking ability at eighth grade of SMP N 5 Padangsidimpuan.

D. Formulation of the Problem

Based on the limitation above, the problem of the research can be formulated as : "How the video can improve students' speaking ability at VIII grade of SMP of SMP N 5 Padangsidimpuan?".

E. Aim of the Research

The aim of the research is to know how can the video improve the students' speaking ability at VIII grade of SMP N 5 Padangsidimpuan.

F. Significances of the Research

The significances of the research are to the large purposes depending on the context of education. The significances of the research are:

1. Headmaster of SMP N 5 Padangsidimpuan, to develop and encourage the English teachers to teach English well.

2. English teachers of SMP N 5 Padangsidimpuan, especially for the eighth grade; to add their references in teaching speaking.

3. Students of SMP N 5 Padangsidimpuan, especially for the eighth grade of SMP N 5 Padangsidimpuan; to give an alternative way to improve their speaking ability, especially in daily conveAsking and giving information.

4. Researchers, to add their information about the same research.

G. Definition of the Terminologies

1. Speaking skill

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. Productive skill is meant the ability of person to actively produce the language by coordinating the organs of speech such us the lips, tongue, teeth, vocal chords, larynx, pharynx, etc. Express meaning means that the purpose of producing language in verbal communication is to deliver ideas so that the speaker can convey meaning to the listener.[4]

The ability is something can be scored as the result. It means the researcher needs to take the score or value from the students as the information for the students' speaking ability.

So, speaking ability is a productive skill to express the meaning or own ideas by using the organs of the speech. It is a skill which can be scored.

2. Video

Video is the display of recorded pictures on a television-type screen. Any media that employs a cathode-ray screen to present a picture can be referred to as video.[5] So, it is one of a visual-media for teaching speaking which is appropriate for the students, especially for Junior High School.

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[4]L. Cameron, *Teaching Languages to Young Learners,* (New York: Cambridge University Press, 2001), p. 40

[5]Timothy J. Newby, *Instructional Technology for Teaching and Learning,* (New York : University of Virginia, 2000), p. 102

H. The Hypothesis of Action

Based on definition and the literature, the researcher stated the hypothesis as "The video can improve students' speaking ability"

I. The Indicator of Action

Action research is a field research which conducted by researchers to gather information and improve the ways how they teach and how well their students learn. Mills stated the definition of the action research in Creswell's book as:

Action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.[6]

So, the researcher is the key todesign the procedures of the research from the beginning until the end of the research. This step also called the preparation step.

There will be 2 cycles in this research. It is consisted Planning, Action, Observation, and Reflection for each cycle. The researcher will create a teaching program related to the problem; lesson plan about the use of video to improve students' speaking ability until the end of the action. The researcher will analyze how the video improve the students' speaking ability; the students' ability in taking information from the video, the students' ability

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[6]John W. Creswell, *Educational Research(Planing, Conducting, and Evaluating Quantitative and Qualitative Research)4th Edition,* (New York: Pearson, 2012), p. 576

to conduct the conversation based on the material from the video. Thus, the researcher believe that the video can improve the students' speaking ability.

In this research, the researcher will collaborate with the teacher who work in SMP Negeri 5 Padangsidimpuan. The teacher is going to be a the researcher's partner to work together as a team to solve the students' problem in improving students' speaking ability.

CHAPTER II

LITERATUR REVIEW OF RELATED

A. Theoretical Description

Every research ha theories to explain meaning, concept or information about the research. Below is the theoretical description of this research.

1. Speaking

a. The Definition of Speaking

Especially definition of teaching speaking in junior high school is students can express the meaning of transactional (to get things done) and interpersonal conversation (socialization) to express admiration. Also, students can express the meaning of oral short text functional, make it simple to interact to the other people.[1] So, the researcher concluded definition of speaking in junior high school is students can express feeling, idea, say of congratulation in real life to other people, and also we ca interact to other people.

Speaking should be thought as it is used in real life. Where people use it for communication to express feeling, idea, and emotion. In speaking the researcher can take and gave the information from speaker. Hornby's dictionary explained that, "teaching is work of teacher."[2] Further, "speaking is the ability to speak fluency presupposes not only knowledge of language features, but also the

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[1] Mukarto, et.all, *English on sky 2 for junior high school students year VIII, (*Jakarta: Erlangga, 2006)

[2] A.S Hornby, *Oxford Learner's Dictionary,* (New York: Oxford University Press, 2008)p.271

ability to process information and language "on the spot".[3] Also, "speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning". [4] So, the researcher concludes, teaching speaking is expressing meaning in transactional and interpersonal conversation to express administration and congratulation, it simple to interact to other people and than students can express the meaning of short text functional to interact to other people.

b. The Purpose of the Speaking

People speak because they want to say something and interact to others. As we know, human are social creature because they cannot live alone, the need others' help so that they want to live together. The way is by making interaction each other. Interaction will happen if people communicate with others and they only one of the way is by speaking.

Further, when people are speaking, they have the purpose certainly, such as for giving information, expressing ideas, opinions, feelings, retelling stories, giving commands, making jokes, complaining about something, and so on. It means that they are many purposes when someone was speaking, but it is to communicate with others basically and it is depends on someone personal.

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[3] Jeremi Harmer, *The Practice Of English Language Teaching*, (London: Longman, 2001), p. 269

[4] David Nunan, *Practical English Language Teaching,* (Singapore: Mc. Graw Hill,2003), p. 48

Speaking is used for many different purposes, and each purpose involves different skills. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. When we used casual conversation, for example, our purposes may be to make social contact with people to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.[5]

c. The Process of Speaking

The process of speaking there are three phases, they are: pre-speaking phase, during speaking phase, and post speaking phase.

1. The first pre-speaking phase. Pre-speaking begins before real speaking takes place. Students' experiences, observations, and interactions inside and outside of the classroom have a impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize their ideas for speaking.

2. The second phase is during speaking phase. In this phase, students who have been supported collaboratively are more likely to have confidence to go public whit their ideas and information. In order to communicate and interact whit other, students need to engage in variety of formal and informal speaking situations, depending upon their purpose for speaking.

3. The third is post speaking phase. It is important to have students reflect upon their performance. Students who have opportunities to reflect upon their speaking experiences, whit the availability of well-designed criteria, grow in their abilities to speak effectively and the opportunity of improvement is very strong. When students reflect upon their performance, the begin to recognize what they have done well and what they have not. Being able to assess their

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[5]Hasibuan.,P.

performance, students can design new media for improvement.[6]

Base on the explanation above, the researcher can concluded that the process of speaking there are three phases, they are pre-speaking phase, during speaking phase, and post speaking phase.

d. The Types of Speaking

According to Browns' book, there are two types of oral language, as follow:

1) Monologue

Brown state that monologue is the speaking where one speaker uses spoken language for any length of time, such us in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker mean.[7] So the researcher can concluded that monologue is the speaking where one speaker uses spoken language is the speaking where one speaker uses spoken language, then the listener have two process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker mean.

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[6]Jehad Mahmoud Ashour, " The Effect Of Using A Videoconferencing-Based Strategy On Unrwa 9 Graders' English Speaking Skill And Their Attitudes Towards Speaking" (Thesis: The Islamic University Of Gaza, May, 2014), P.77-86

[7]H. Dougles Brown, Teaching By Principle An Interactive Approach To Language Pedagogy (New Jersy: Englewood Cliffs,2001), p.236-237

2) Dialogue

It is different whit monologue. Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say. In each case, participant may have a good background knowledge, therefore, the familiarity of the interlocutors will produce conversation whit more assumption, implication, and other meanings hidden. The dialoge consist of two types, they are social relationship (interpersonal), and factual information (transactional). So the researcher can conclude that the dialogue is where speakers involves two or more speaker, the interruption may happen in the speech when the intrculator dose not comprehension what the speaker say.

So, it can be concluded that two kinds of speaking they are monologue and dialogue. Here are the researcher takes one of kinds of speaking is dialogue.

e. **Teaching Speaking With Video**

According to harmer in Arum Mustika wati purposes two video based activities which can be used in video based lessons. One of them is video watching activities. A number of activities are designed for

specific video situation. Video activities include three sections as follow:[8]

1) General Comprehension

The activities in this section is designed to have students to watch video in order to understand the gist of video and then look back again for detail. in this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. when the discussion has been finished, the teacher read out question and the students have to write the answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

2) Working with Aspect of Language

The activity in this section shows the unique language work to the medium of video, a way of greeting students in monolingual groups to focus on language is to get hold of English language video which had subtitles in students' language. The teacher can start by viewing the video without sounds and discussing.

3) Video as springboard to creativity

How video help to start the students creativity showed in the activity of this section by encouraging interpretation, provoking

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[8]Arum Mustikawati, "The Effectivenes Of Using Video In Teaching Speaking For The Eighth Grade Students Of SMP N 1 Manisrenggo" (Yogyakarta State University, 2013), uny.ac.id.

thought, and asking for language use. in this activity, the students watch video and the teacher make sure that they understand it.

f. How to Teach Speaking

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level , knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.[9]

Young learners are like sponges, they soak up every things we say and how we say it. Thus clear and correct pronunciation is of vital importance, since younglearners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying video techniques in classroom it may help the learner to develop their

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[9] Klancar, N. I, *Developing speaking skills in the young learners'*

classroom, (2006), p. 20.

from http://iteslj.org/Techniques/Klancar-Speaking Skills.html.

speaking skill and we have keep in mind that interaction and dissection is importance way in learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

g. Speaking Evaluation

Brown stated "A test is a method of measuring a person's ability or knowledge in a given domain.". it means that, test is used to measure students' achievement. Some important points in testing speaking are knowing the students' proficiency level. The students of grade VIII SMP Negeri 5 Padangsidimpuan are the intermediate categories students. It was based on their speaking achievement that was observed by researcher and also the degree of study.

A test has the purpose of measuring, it measures a person's ability or knowledge and competence. Finally, a test measure a given domain .

There are two criteria for a testing a test:

1) Practically: A good test is practical. It is within the means of financial limitations, time constrain, case of administration, scoring, and interpretation.

2) Reliability: A reliable test in consistent and dependable. If you give the some test the the some subject on two different accasions, the test itself should get similar result, and it should have test reliability.

The researcher will give oral test to measure students' achievement. B knight describe the oral test is a fascinating workshop in which teachers inventigate how to measure students' speaking skill. That is all to know how far students' achievement after giving the explanation about the material.

Then, Arthur Hughes explains that there are five categories to measure speaking skill as the following.[10]

a. Accent

The tern accent is "used to refer to the speech of someone who speaks a language non-natively."[11] The students' accent can be know from their speech and how the pronounce the words.

Furthermore, Arthur Hughes Stated that Accent can be identified looks like this:

a) Pronunciation frequently unentiteligible.
b) Frequent gross errors and a very heavy accent make understanding difficult.
c) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
d) Market "foreign Accent" and occasional mispronunciation, which do not interfere with understanding.
e) No conspicuous mispronunciation, but would not be taken for a native speaker.
f) Native pronunciation, with no trace of foreign accent.[12]

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[10]Arthur Huges, Testing For Language Teacher, (USE: Cambridge University press, 1990), p.110-1023
[11]Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departement Pendidikan dan Kebudayaan, 1988),p.138
[12]Arthur Huges,p. 110

so base on the Arthur hughes statement it can be conclude that the students speech and the pronunsiation the word include the Accent.

b. Grammar

According to Cambridge Encyclopedia "Grammar deal with the abstract system of result in terms of which a person's mastery of this native language can be explained. [13] In addition grammar also refers to the students' achievement or arrange the words into a good sentence.

Furthermore, Arthur Hughes stated that grammar can be identified looks like this:

a) Grammar almost entirely inaccurate phrase.
b) Constant errors showing of very few major patterns and frequently preveting communication.
c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding
e) Few errors, with not pattern of failure.
f) No more than two errors during the interview.
   Base on the Arthur Hughes statement it means that the students achepment or arange a word into a good sentence can be identifying from accurate phrase, constant error, prequent error, occasional error, and few error.

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[13]Crystal, D., *The Cambridge Encyclopedia of the English Language,* (Cambridge: Cambridge University press,1995),p.5

c. Vocabulary

Nunan states "vocabulary is more that a list of target language of words".[14] A spoken word is sound or sequence of sound, with communicate those "ideas" precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the students achievement to build up the words using some relate vocabularies.

Furthermore, Arthur Hughes stated that vocabulary can be identified looks like this:

a) Vocabulary inadequate for even the simplest conversation.
b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
d) Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion on any non-technical subject with some circumlocution.
e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
f) Vocabulary apperently as accurate and extensive as an of the educated native speaker.[15]

In conclution the adentification base on Arthur hughes can be use to correct students acceapment in beelup the word.

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[14]David Nunan, practice language…,p.258
[15]Arthur huge, *testing for*…., p.110

d. Fluency

Nunan states "Fluency is the extent to which speaker use the language quickly and confidently, with few hesitations or unnatural pauses, false starts and words searches.[16]

Furthermore, Arthur Hughes stated that fluency can be identified looks like this:

a) Speech is no halting and fragmentary that conversation is virtually imposible.
b) Speech is very slow and uneven except for short or routine sentence.
c) Speech is frequently hesithan and jerky: sentence may be left uncompleted.
d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
e) Speech is effortless and smooth, but perceptibly, non-native in speed and evenness.
f) Speech all professional and general topic as effortless and smooth as a native speaker.[17]

Based on the Arthur Hughes statement about the fluency of speaking above, the researcher concluded that the fluency is the speed and the confidence of the speaker.

e. Performance/Comprehention

Performance is the capacity for understanding ideas, fact, and so on. Performance in think aloud technique capture preference data simultaneously rather than having to ask

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[16]David Nunan, *practice language*…,p.55
[17]Arthur huge, testing for…, p.111

preferences questions later. Then, think aloud in performance may

help some participants focus by falling of working and talking.

Moreover, Arthur Hughes stated that performance can be

identified looks like this:

a) Understands too title for the simplest types of conversation.
b) Understand only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
d) Understands quite well normal educated speech when engaged in a dialogue, but require occasional repetition conversation or rephrasing.
e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Base on the Arthur Hughes statement about the comprehension of

speaking above, the researcher concluded that the comprehension is the

the important characteristic of the teaching speaking.

2. **Video**

   a. **Definition of video**

      Video is a recording of moving visual image made digitally or

an videotape. According to Smaldino Video is one of the

technological aids that use in the classroom nowadays.[18] Video is an

extremely use media which incorporates a wide variety at visual

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[18] Smaldino , 'Instructional Technology And Media For Learning''. Cambridge: Cambridge University press. (2007), p.23

element and a great range of audio experiences in additional to spoken language. It means that video is media that consist of visual and audio visual. It means in teaching speaking we can use video to make students not bored and like to study English language.

When used in the right time and the right place, video is very helpful in teaching speaking. According to Richards & Renandya in Faisal Mustafa journal "video is an 'extremely dense' medium, in which there are combinations of visual elements, sound effects, and audio".[19]Teacher can create the controlled situation in the video related to the material and the students can understand it from the visual and audio of the video

When used in the right time and the right place, video is very helpful in teaching speaking. Katchenreported that "carefully chosen films could be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing." Similarly, the essence of great speeches imparted in videos accelerates the learning process in public speaking.[20] So, the video is taking a lot of functions in language teaching learning.

[19]Faisal Mustafa Et Al., "The Application Of Video Clips With Small Group And Individual Activities To Improve Young Learners ' Speaking Performance," *Teaching English with Technology* 17, no. 4 (2017): 28.

[20]Yow-jyy Joyce Lee and Jung-chin Liang, "Using Video Technology to Diagnose EFL Students ' Cognitive Learning Difficulties in Public Speaking" 64 (2012): 672, https://doi.org/10.1016/j.sbspro.2012.11.079.

In terms of the speech theory to be learned, video can create a solid link between them and their practical application.[21] The video can shows the simulated situations from the real application of speaking. It helps students increase the ability in speaking based on the appropriate context or situations. In conclusion, the video is very helpful in language teaching learning.

b. Types of video

There are some types of video which are can used by the teacher in helping students' speaking. According to Harmer, there three types of video:

1. Off- air programs

    Off-air programs are programs which are recorded from a television channels. The programs should be engaging for the students. Some off-air video is very difficult to understand for the students in certain level. It is because of a high preponderance of slang or regional vernacular in some videos.

2. Real-word video

    The teachers and students can use published video type materials such as feature film, exercise 'manuals' wildlife documentaries, or comedy that there are no copyright for using the video. However, the length of the extract and the comprehensibility should be considered.

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[21]Lee and Liang, "Using Video Technology to Diagnose EFL Students ' Cognitive Learning Difficulties in Public Speaking."

3. Language Learning Video

Language learning videos are videos which are used to accompany course book. The advantage is they have been designed with students at a particular level in mind. Meanwhile, the disadvantages are they will fail the quality test if the production is poor, the situation and language are in authentic, or the content is too unsophisticated.[22]

From the explanations above, there are many types of video that is appropriates in the teaching and learning process is language learning video. These types of video are designed to accompany course book. Therefore, it is more contextualize and engage students' interest.

c. **The advantage of using video**

There are many advantages of using video in language teaching learning. According to a summary of research and educator survey, educational television and videos has many benefits such as:

1) Reinforce reading and lecture material
2) Aid in the development of a common base of knowledge among students
3) Enhance student comprehension and trigger important discussions
4) Provide greater accommodation of diverse learning styles
5) Increase student motivation and enthusiasm
6) Lastly, promote teacher effectiveness.[23]

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[22]Prucesia Kumara Silva, "Improving Students' Speaking Skills through the Use of Video Clips of the Eight Grade Students of Smp It Abu Bakar Yogyakarta in the Academic Year of 2012/2013," 2013,p.29 http://eprints.uny.ac.id/id/eprint/22501.

[23]Lee and Liang, "Using Video Technology to Diagnose EFL Students ' Cognitive Learning Difficulties in Public Speaking."
https://doi.org/10.1016/j.sbspro.2012.11.079

Another important goal of video implementation is to have students witness a speech aimed at a more diverse audience and with more real-world relevance rather than public speaking in a classroom environment aimed often at a rather narrow audience.[24]it means that the video is important to help the public speaking

In terms of cognitive aspects, videos can help improve students' curiosity, providingup-to-date information, maximizing abilities to infer from contexts, developing skills such as motor skills, information and research skills as well as communication skills.[25]

In other words, the video will shows the real model of many situations that students can experience and feel without going there. For example, the students do not have to visit America just to know how American people order coffee in the café.

3. **The Procedure Of Video**

There are many effective ways to use a video in teaching speaking process. According to Noriko Ishihara and Julie C. Chi:[26] one of the effective ways to use video in teaching speaking process must be included of the 3 activities above. They are Pre-viewing, While-viewing, and Post-viewing."

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[24]Lee and Liang.

[25]mustafa Et Al., "The Application Of Video Clips With Small Group And Individual Activities To Improve Young Learners ' Speaking Performance."

[26]Noriko Ishihara and Julie C Chi, "Authentic Video in The Beginning ESOL Classroom: Using a Full-Length Feature Film for Listening and Speaking Strategy Practice," *English Teaching Forum2* 42, no. 01 (2004): 30–35, http://www.geocities.ws/mhdrba/authentic_video_in_the_beginning.htm.

These are the procedures:

a) Pre-viewing Activities
   1) Students should be prepared the vocabulary as much as possible in context of the topic or the scene from the conversation video.
   2) Teacher shows the tittle or the topic from the video, then giving short description about the scene from the conversation video.
b) While-viewing Activities
   1) Students should be divided into pairs.
   2) Teacher asks the pairs watch the video carefully and analyze the vocabulary what come up in the video and it pronunciation.
   3) Teacher asks the students to prepare the "students note" which is consisted of the important idea from the scene.
   4) Teacher plays the video
c) Post-viewing Activities
   1) Teacher asks the students to create the similar situation from the scene of the video.
   2) Teacher asks the students to make a conclusion and they need to share it with the class.

Base on the procedures by Noriko Ishihara and Julie C. Chi above, the researcher will be use the procedure. the reason because the speaking steep in procedure is most specific to teach speaking use video media.

4. **Review of Related Findings**

Research is the study about certain object to field out facts about it. There have been many researcher done regard to thus research problem writing skill improvement. They are shown the present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

Firstly, is a script from Esti Ermawati. STKIP PGRI Sumatera Barat.With the title of thesis "Using Video to Improve the Speaking

Skill of The Students of The Fourth Grade of SengonElementari School "the kind of research is Experimental Study. Research found that Media Videoin teaching students' Speaking skill is effective.[27]

Secondly, is a script from GilanAlanferdika Makassar MuhammadiyahUniversity. With the title thesis " Improving the Speaking Skill of Grade VIII Students of SMPN 2 DepokThrugh the Use of Video" the kind of research is classroom action research. Research found that the speaking mastering of achieved by usingVideo.[28]

The third, is a script from Pruceia Kumara Silva.with title the thesis " Improving Speaking Skill TroughVideo of the Eight Grade Students of SMP IT Abu Bakar Yogyakarta ". The kind of research is experimental research. Research found that Speaking mastering achieved by using Video.[29]

The forth, is a script from M DhoniPerdana. UIN Suska Riau with title the thesis "Using Video as Learning Media to Improve the Speaking Skils of Grade VIII Students of SMPN 2 LawangKidul" the researcher found that there is an effect of Improve Speaking Skill By using Video.[30]

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[27]Ermawati, "Using Video Clips To Improve The Speaking Skills Of The Students Of The Fourth Grade Of Sengon Elementary School 3 (Ses 3) In The Academic Year Of 2011/2012."

[28]Gilang Alanferdika, "Improving The Speaking Skill Of Grade Viii Students Of Smpn 2 Depok Through The Use Of Video Clips In The Academic Year Of 1013/2014," 2014.

[29]Silva, "Improving Students' Speaking Skills through the Use of Video Clips of the Eight Grade Students of Smp It Abu Bakar Yogyakarta in the Academic Year of 2012/2013."

[30]M Dhoni Perdana, *Using Video Clips As Learning Media To Improve The Speaking Skills Of Grade Viii Students Of Smpn 2 Lawang Kidul In The Academic Year Of 2013/2014*, 2014.

The fifth, is script from DanisiaPujiWahyuni. With the title the thesis "Improving Speaking Skills of the Seventh Grade of SMP N 1 MlatiSlemanThrough the Use of Video. The researcher found that this media effective to Improve Speaking Skills.[31]

5. Conceptual Framework

Conceptual framework was necessary used to show a certain assumption about research topic in order to arrange or organize the research problem, resolution and its evidence criteria. speaking problem that lack of self- confidence on this research come from intrinsic and extrinsic factors which have influence on students speaking.

Because of that, researcher want to accomplish video media to speaking asking and giving information during English learning to improve students' speaking ability. After concluding, speaker would do reflection to analyze what will have been happened in the classroom whether text improves or does not. if there will a students' speaking ability staying in low, researcher re-conducts the second and the next by considering the influential factors to be eliminated so that speaking ability will be achieve comprehensively.

Figure 1.1

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[31]Danisia Puji Wahyuni, "Improving Speaking Skills Of The Seventh Grade Students Of Smp N 1 Mlati, Sleman, Through The Use Of Video Clips In The Academic Year Of 2013/2014," 2014.

Framework ofClassroom Action Research

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┌──────────┐      ┌──────────────┐      ┌──────────────────┐
│ Problem  │ ───▶ │ Lack of self │ ───▶ │ Learning speaking│
│          │      │ confidence   │      │ by video media   │
└──────────┘      └──────────────┘      └──────────────────┘
                                                 │
                                                 ▼
┌──────────────────┐      ┌──────────────────────┐
│ Students speaking│ ◀─── │ Video media to improve│
│ in asking and    │      │ speaking in asking and│
│ giving information│      │ giving information    │
└──────────────────┘      └──────────────────────┘
        │
        ▼
┌──────────────┐      ┌──────────────────────┐
│ Next cycle   │ ───▶ │ Improving students   │
│              │      │ speaking ability in  │
│              │      │ asking in giving     │
└──────────────┘      └──────────────────────┘
```
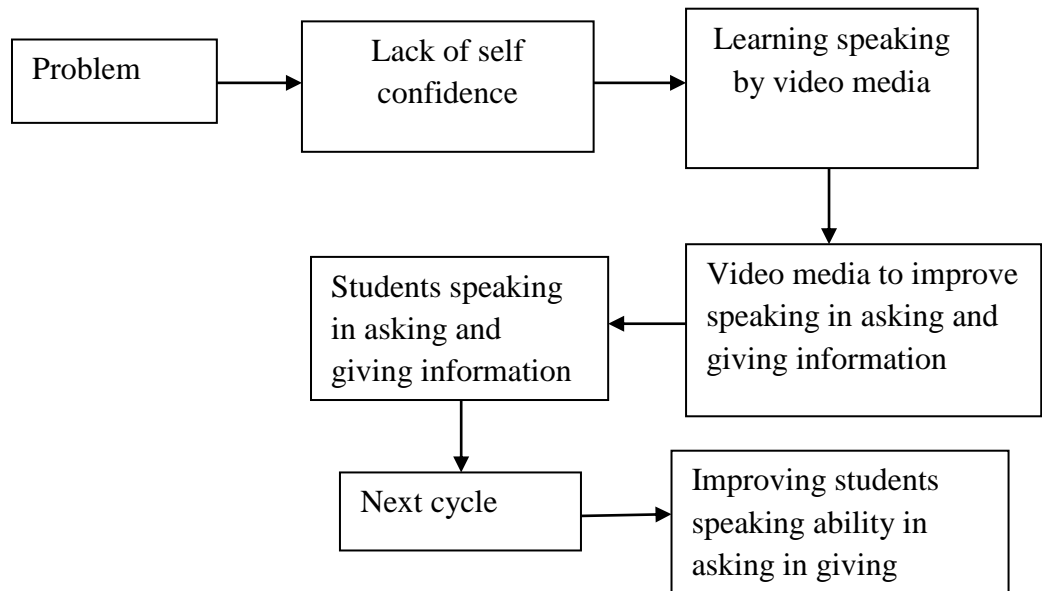
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research has be done at SMP Negeri 5 Padangsidimpuan. This school was located It stand on Jl. PerintisKemerdekaan, Padangmatinggi, in Padangsidimpuan city, province of Sumatera Utara. This research was started from April 2019 until finish.

B. Research Design

The research applies the Classroom Action Research (CAR).this research is conducted to improve the teacher's practice in the classroom for speaking ability, teaching applies video media or changing students' prior speaking ability at low competence to the better competence by its criteria.

Action research is carried out by people directly concerned with the social situation that is being researched. in the case of the social situation of the classroom, this means is the first place teachers who take professional responsibility for what goes on the there.[1]While action research will usually be initiated by teachers, sustainable improvements in classroom situation will rarely be possible if other concerned persons are not won over to its purpose.

The CAR concerned to four steps; Planning, Action, Observation, and Reflection for each cycle. Planning means the reflection of the action

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[1]Herbert Altrichter, Peter Posch, and Bridget Somekh, *Introduction to The Methods of Action Research*, ed. J.Gary Knowles and Nedra A.Crow Robert V.Bullough Jnr. and Studying (New york: Routledge, 2005).

had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what is being done. Reflection is to propose what have done. This research used classroom action research and the procedures are follows:

1. Cycle 1

    Meeting I

    a. Planning

    The activities in planning are:

    i. Preparing materials, making lesson plan and designing the steps in doing the action.

    ii. Preparing list of the students name and scoring

    iii. Preparing teaching aids

    iv. Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or made is applied)

    v. Preparing a test. (to know whether student's grammar master improves or not)

    b. Action

    i. Giving pre-test

    ii. Teaching the material

    iii. Team study

    iv. Giving occasion to the students to ask any difficulties or problem

v. Giving post-test

c. Observation

Observation is one of the methods use in collecting the data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students' feeling, thinking and something they do in teaching- learning process.

d. Reflection

At this point, the researcher reflectson, evaluate, and describe the effects of the action. Reflection seeks to memorize sense of process, problem and real issue in action. Moreover, the purpose of reflection was to understand the issue which have explored more clearly and decide to do further cycles of action research in order to improve the situation. Students minimum score (KKM) was 75. It means that students passed the test when students' score was 75 or above.

Research expected that 85% students could pass the test in the cycle 1. When the number of students who pass the KKM was below that researcher expectation, below from 85%. Researcher would take the cycle II in order to teach 85% students who passed the KKM.

Meeting II

a. Planning

1) Arranging the lesson plan

2) Determine the lesson material about speaking ability "the topic is expression".

3) Design the procedure of teaching speaking by using video

4) Preparing instrument to be use by students.

5) Preparing instrument for teacher and observers' observation

b) Action

1) giving greeting to students

2) arranging sir formation

3) Divide the students into five groups, each group consist of 4-6 people

4) giving the topic and telling the purpose of learning for students

5) introducing the procedure of video

c) observing

1) observethe execution of the video method.

2) Observing the students' speaking ability.

3) Observing the teaching learning process.

d) reflection

1) discussion with co-teacher about the action

2) analyzing the found data

3) evaluate or interpreted the data gotten from the class and made any decision for next cycle.

4) Clarifying the found problems in the activity whether in the case of the students or teacher

2. Cycle II

Meeting III

a. Planning

In the planning phases of the second cycle, the researcher would do several activities that would be designed as below:

1) Revising the lesson plan based on the suggestion of class teacher and students needs

2) Reselecting the materials and teaching instruments to improve the teaching learning process

3) Revising the test in order to satisfy the student needs

b. Action

The cycle II action is quite similar with the cycle I action. The activities of the cycle II action included:

1) Giving more explanation about the materials and instruments.

2) Giving the post-test II

c. Observation

Teacher and researcher observ students' improvement, response and participation in the teaching learning process also observed the student performance during the action.

d. Reflection

The researcher evaluate the students writing skill improvement. English teacher also gave suggestion and advised for the future teaching performance. Besides, the

researcher asked about the students speaking process according to English teacher. After did the cycle II, researcher also expected that 85% students could pass the KKM.

Meeting IV

a. Planning

    1) Analyzing the reflection result in the cycle I

    2) Arranging lesson plan

    3) Preparing the instrument

b. Action

    1) Giving greeting to students

    2) Implementing the new lesson plan

    3) Monitoring time allocation with the all activity will do

    4) Expanding students' speaking ability must be better then cycle I

    5) Divided class into five groups, each groups consist of 2 people

    6) Gave the second test to students

c. Observing

    1) Observing the teaching learning process 2

    2) Observing students speaking ability

       Is that better than before or not

    3) Calculating the test 2 to see the improvement between test 1 and 2

    d. Reflection

        1) Evaluating teaching learning process 2.

        2) Discussing the result, if the students test result has reached the criterion of the action success, the cycle would be stoped.

        3) Making the report.

C. The Participants of The Research

The population of this research is the VIII grade SMP Negeri 5 Padangsidimpuan. They are the entire of VIII grade SMP Negeri 5 Padangsidimpuan. The sample is VIII-5. They consist of 30 students, the reason of choosing this class because the research finds the problems in speaking ability.

The researcher collaborated with the English teacher observing the activities in the class while teacher was doing an action in this class. Then,the English teacher also helps the researcher to analyze data from the observation and planned for each cycle.

D. Instrument of Data Collection

1. Test

The test is used by the researcher to find out any problem weakness regarding the students' writing ability. Researcher takes the writing evaluation criteria rubric as reference in the process of learning to get students' score. The test in this research is speaking in asking and

giving information using video. The students will be testing based on the topic.[2] The indicator of speaking presented in the following table:

No	The indicators of speaking skill	Score
1.	**Accent:**	**1-5**
	1. Pronunciationfrequently unintelligible.	**1**
	2. Frequent gross errors and a verb heavy accent make understanding difficult.	**2** **3**
	3. "Foreign accent" requires concentrated listening and mispronunciation, which do not interfere with understanding.	**4** **5**
	4."market foreign" accent and occasional mispronunciations which do not interfere with understanding.	
	5. no conspicuous mispronunciations, but would not be taken for a native speaker.	
2.	**Grammar:**	**1-5**
	1. Grammar almost entirely inaccurate phrases.	
	2. Constant errors showing control of very few major	**1**

[2]H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), p.3.

	patterns and frequently preventing communication.	**2**
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	**3**
	4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.	**4**
	5. few errors, with no patterns or failure.	
		5
3.	**Vocabulary:**	**1-5**
	1. Vocabulary inadequate for even the simplest conversation.	**1**
	2. Vocabulary limited to basic personal and several areas.	**2**
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	**3**
	4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.	**4**
	5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied situations.	**5**
4.	**Fluency:**	**1-5**
	1. Speech is s halting and fragmentary that conversation is	

	virtually impossible.	1
	2. Speech is very low and uneven except for short or routine sentence.	2
	3. Speech is frequently hesitant and jerky, sentence may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	5. speech is effortless and smooth, but perceptibly, non-native in speech and evenness	5
5.	**Comprehension:**	**1-5**
	1. Understands too title for the simplest type of conversation.	1
	2. Understands only show, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	5. Understanding everything in normal educated conversation except for very colloquial or low frequency	5

	items, or exceptionally rapid or slurred speech.	
	MAXIMAL SCORE: 25 x 4	**100**

2. **Observation Sheet**

   The researcher observeall the condition that happen during the teaching and learning process, the researcher observed the students' activities during the learning teaching process in speaking by using video. In this observation researcher doing collaboration with an English teacher at grade VII SMP Negeri 5 Padangsidimpuan.

3. **Interview Guidance**

   Interviewing students is also use as a source of the research data. Several students are interviewed. The interview will run out before and after each cycle in order to know what the students feel about the teaching and learning process, as well as their improvement on speaking. There are the data research will take from the students.

4. **Technique of Data Collection**

   The data of the research are qualitative and quantitative. The qualitative data will be obtained through observation, interview, and documentation relatedthe teaching and learning process during the research.

a. Observation

Observation will conducted to discover important and valuable information related to the teaching process, the students' speaking ability, the students' condition in learning process, the students' understanding of the given materials, the methods and the techniques that will be used by the teacher, and the media that will be used by the teacher. The observation results will be in the form of field notes. Field notes will be useful to record activities and situations during the research.

b. Interview

Interview will be doing at SMP Negeri 5 Padangsidimpuan. The researcher uses interview to see the improvement while teaching learning process in class VIII-5 students' of SMP Negeri 5 Padangsidimpuan.

5. **Technique of Data Analysis**

In analyzing the data, the researcher uses quantitative data and qualitative data. Qualitative is used to describe the situation during the teaching process. The proc1ess of data analysis involves making sense out of text and image data. It involvespreparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making interpretation of the large meaning of the data. The qualitative data is analyzed from observation sheets from cycle 1 to cycle 2.

While, quantitative data is used to analyze the score of students. The qualitative data is collected and analyzed by computing the score of speaking. To know means of students' score for each cycle, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Explanation:

X = the mean of the students

$\sum x$ = the total score

N = the number of the students

The percentages of students speaking ability using video Media is concluded by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

p = the percentage of the students

R = the number of the students

T = the total number of the students

In other hand, accounted the percentage of student' complete study used the formula as follow.[3]

$$P = \frac{\sum \textit{the students complete study}}{\sum \text{student}} \times 100\%$$

[3]Zainalaqib, dkk.Penelitiantindakankelasuntuk guru SMP, SMA, SMK (bandung: CV Y ramawidya, 2008),p.205

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research result. In this case, it discussed the way to improve students' speaking ability through video at grade VIII SMP Negeri 5 Padangsidimpuan in academic year 2019/2020.

A. The Data Description

Research divided this action research into two cycle. Each cycle consisted of four stages, it is plan, action, observation, and reflection. Researcher described learning process and students' score of cycle 1 and cycle 2.

1. The First Cycle 1

The cycle 1 was conducted in two meetings. They were the first meeting and the second meeting. Each meeting conducted of 2 x 45 minutes in one meeting. It means that the time allocation was 90 minutes. It carried out on 08[th] October 2019 and 10[th] October 2019. There were some differences in each cycle. Therefore researcher made activities for first cycle as follow:

a. First Meeting

In the first meeting, the teacher found some problem of students learning process. some students do not ready to study. Furthermore, the learning process consisted of four steps for doing research, such us planning, action, observation, and reflection. it would be explained as follow:

1) Planning

In this step, the researcher prepared the material, determined the topic about expression for asking and giving direction, prepared the instrument, such us observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

2) Acting

In this step, the researcher applied video media to improve students' speaking ability. Then, the researcher greeted the students and ordered them to pray and gave students' observation note sheet for students.

The researcher gave the material and give some examples about the material to students to make a pairs, after that the researcher order the students to make conversation about the topic that have given by teacher and the last step the researcher order the students to make report about the task and pre report to the teacher and the last the students' performance in front of class.

3) Observing

In this step, when the students were learning by using video media, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and

evaluation even through it had been arranged, but there were some students were not ready to study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

1) There were ten students who were not ready to study, they were ALP, AY, IW, PR, ROS, TS, YH, RPH, RAS, R.

2) There were two students who made noisy in the classroom, they were DAL, MRN.

3) There were two students who sat on the move, they were YH, WR

4) There were three students who felt boring of this lesson, they were IWJ, NFL, ROS.

5) There were five students do not have motivation to speak, they were ZRH, LJLH, DAH, DIS, DPW

6) There were eight students are not able to practice the conversation they are, AAJ, AY, APS, MRN, DPW, NFL, YH, TS.

4) Reflecting

In this step, the researcher and collaborator discussed about the implementation of action, analyse the finding of observation, reflecting the students' learning activity to determine the follow up.

b. Second Meeting

After the researcher gave the explaining the material in the first meeting, the researcher come to the class to continue the second meeting to know the students' achievement in speaking ability. The procedureof the second meeting can be seen from the following description:

1) Planning

In this step, the researcher prepared the material, determined the topic about expression for asking and giving direction, prepared the instrument, such us observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

2) Acting

In this step, the researcher applied video media to improve students' speaking ability. Then, the researcher greeted the students and ordered them to pray and gave students' observation note sheet for students.

The researcher gave the material and give some examples about the material to students to make a pairs,

after that the researcher order the students to make conversation about the topic that have given by teacher and the last step the researcher order the students to make report about the task and pre report to the teacher and the last the students' performance in front of class.

3) Observing

In this step, when the students were learning by using video media, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and evaluation even through it had been arranged, but there were some students were not ready to study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

7) There were six students who were not ready to study, they were R, A, ALP, NJS, IWJ, AAJ.

8) There were two students who made noisy in the classroom, they were YH, TS.

9) There were two students who sat on the move, they were MASS, YH

10) There were three students who felt boring of this lesson, they were IWJ, NFL, ROS.

11) There were five students do not have motivation to speak, they were AAJ, AY, APS, MRN, TS

4) There were two students are not able to practice the conversation they are, PR, RS

5) Reflecting

In this step, the researcher and collaborator discussed about the implementation of action, analyse the finding of observation, reflecting the students' learning activity to determine the follow up.

B. Students' Speaking Ability Score in the First Cycle

The researcher had found the students' speaking ability score the first cycle as the following table below:

Table 3. Students speaking score in the first cycle

Indicators	Mean Score	Percentage
Accent	2.63	
Grammar	2.3	
Vocabulary	2.73	16.66%
Fluency	2.96	
Comprehension	2.93	
Total	54.4	

Based on the above table, it can be seen that the students achievement in Accent was 2.63 it's score include low category. Base on the interview to students they say that because since they were I little child they used to use mother language.

Beside that the students achievement in grammar was 2.3 it's include low category. Based on the interview to students they say that because they didn't mastery about the grammar. And then the students achievement in vocabulary was 2.73 it's include low category. Based on the interview to students they say that because they seldom to memorize vocabulary.

And then, the students achievement in fluency was 2.96 it's include low category. Based on the interview to students they say that they seldom to using English language. And then, students achievement in comprehension was 2.93it's include low category. Based on the interview to students they say that they less in comprehend the topic.

From the table above, mean score of accent was 2.63, 12 students had 'foreign accent' required concentrated listening and mispronunciation, which do not interfere with understanding, 8 students had 'marked foreign' accent and occasional mispronunciation do not interfere with understanding, and 10 students had no conspicuous mispronunciation, but would not be taken for a native speaker. for the problem solving the researcher gave ways in training their pronunciation is not only in school but also in house such ass listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little.

Grammar was 2.3, from 30 students in the classroom, 11 students had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding , 14 students had occasional errors showing imperfect control of some patterns bur or weakness that causes misunderstanding, and 5 students had few errors, with no patterns or failure. Problem faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. The problem was related to the mastery of tenses or patterns in tenses. Which caused their sentences was uncompleted and their grammar in the sentences was wrong. Students' mistakes in grammar were in using 'to be' in nominal sentences, in using past sentences, in using to be 'are', in using arranging sentence. Researcher gave more explanation about the language context that targeted in the text meeting clearly so that they would study more.

Vocabulary was 2,73, from 30 students in the classroom, 17 students had choice of word sometimes inaccurate , limitations of vocabulary prevent discussion of some common professional and social topics, 4 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution, 9 students had professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problem and varied social situation. Researcher gave tips or methods to memorize vocabularies such as semantic mapping, using

picture and using key words that could be practiced by them in the school or in the house for solving their vocabulary.

Fluency was 2,96 from 30 students in the classroom, 12 students had speech in frequently hesitant and jerky, sentence may be left uncompleted, 17 students had speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 1 students had speech is effortless and smooth, but perceptibly non-native speaker and evenness. To solve the problem researcher motivated them to train their speaking and to record their speech so that they could know about their ability.

Comprehension was 2.93 from 30 students in the classroom, 13 students had understand careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing, 7 students had understanding quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing, 10 students had understanding everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech. Researcher motivated students to memorize more vocabularies. They did not understand word event it was familiar words because of less in mastering vocabulary and they did not know the meaning of the word

The students' achievement in every indicator of speaking in the first cycle could be seen in the following chart:

Chart 1. The students' achievement every indicator of speaking in first cycle

Based on the table in chart above, it concluded that the students' achievement in speaking was very low. In the first cycle, there were only five students passed the passing grade (75). the students mean score in the first cycle was 54.4 and the percentage 17%. it means that this test result could not fulfil of the criteria of success. It didn't show improvement. So the researcher would continue to second cycle. in the text learning, it was needed to overcome students' motivation to have high speaking ability.

3. The Second Cycle

The cycle II was conducted in two meetings. Each meeting conducted in 2 x 45 minutes or there was 90 minutes again. In each cycle there some step must doing by the researcher again, there were; planning, action, observation, and reflection. The second cycle conducted on Tuesday 15[th] October 2019 and Thursday 17[th] October 2019. Therefore researcher made activities for second cycle.

c. Third Meeting

The procedure of the second cycle was in the following:

1) Planning

In this step, the researcher prepared the material, determined the topic about expression for asking and giving direction, prepared the instrument, such us observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

2) Acting

in this step, the researcher applied video media to improve students speaking ability. it focus on students' problem in vocabulary. Then, the researcher greeted the students' and ordered them to pray and gave students' observation note sheet for students.

The researcher gave the material and give some examples about the material to students, after that the researcher order to students to make a pairs, after that the researcher order the students to make conversation about the topic that have given by the teacher and the last step the researcher order to students to make report about the task and report to the

teacher and the last students performance in front of the class. The differences method in cycle 1 and cycle 2, the researcher give the topic to students to made the conversation about the material but in cycle 2 the researcher order to students made the dialogue and performance in front of class.

3) Observing

In this step, there was an improvement of students in learning process. Some students who are not ready to study and the first cycle, they had been ready to start the study.

Based on the observation note sheet, the students activities in teaching learning process will be described as follow:

(1) There were three students are not ready to study, they were ROS, MRN, YH

(2) There were three students who made noisy in the classroom, they were WR, NFL, DAL

(3) There were two students who sad on the move. They were, TS, ZRA

(4) There were three students who fell boring on this lesson, they were R, LJLH, ALP

(5) There were two students are walking around the class, they were DAH, AAH

(6) There were only one student who have not full attention when learning speaking, he was YH.

(7) They were four students are not able to practice the conversation, they were S, R, MRN, ALP

4) Reflection

Based on the observation sheet, the researcher could explain the material better than the previous cycle even though there were some indicators had not been applied well. Thus, to make the students more active in practicing to expression, the researcher gave the other example of the material, then the researcher evaluated the students and monitored all learning activities.

c. Fourth Meeting

In fourth meeting, the researcher reviewed the material for a while. It had a purpose to remind the students about the material. Then, to measure students achievement the researcher had done the second test.

1) Planning

In this step, the researcher prepared the material, determined the topic about expression for asking and giving direction, prepared the instrument, such us observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

2) Acting

in this step, the researcher applied video media to improve students speaking ability. it focus on students'

problem in vocabulary. Then, the researcher greeted the students' and ordered them to pray and gave students' observation note sheet for students.

The researcher gave the material and give some examples about the material to students, after that the researcher order to students to make a pairs, after that the researcher order the students to make conversation about the topic that have given by the teacher and the last step the researcher order to students to make report about the task and report to the teacher and the last students performance in front of the class. The differences method in cycle 1 and cycle 2, the researcher give the topic to students to made the conversation about the material but in cycle 2 the researcher order to students made the dialogue and performance in front of class.

3) Observing

In this step, there was an improvement of students in learning process. Some students who are not ready to study and the first cycle, they had been ready to start the study.

Based on the observation note sheet, the students activities in teaching learning process will be described as follow:

(1) There were three students are not ready to study, they were ROS, MRN, YH

(2) There were three students who made noisy in the classroom, they were WR, NFL, DAL

(3) There were two students who sad on the move. They were, TS, ZRA

(4) There were three students who fell boring on this lesson, they were R, AAH, APS

(5) There were two students are walking around the class, they were MASS, RS

(6) There were only one student who have not full attention when learning speaking, he was RS.

(7) They were only one students are not able to practice the conversation, he was, RS

4) Reflection

Based on the observation sheet, the researcher could explain the material better than the previous cycle even though there were some indicators had not been applied well. Thus, to make the students more active in practicing to expression, the researcher gave the other example of the material, then the researcher evaluated the students and monitored all learning activities.

4) Students Speaking Ability Score In The Second Cycle

Learning in the second cycle was based the re-planning, thus it was found the improvement of students' speaking mastery and the influencing

factor of the students' speaking ability, the result of the students' speaking ability improvement is the present the following table:

Indicators	Mean Score	Percentage
Accent	3.56	
Grammar	3.46	
Vocabulary	3.73	70%
Fluency	3.53	
Comprehension	3.76	
Total	74.23	

Source : The students' result in test

From the above table, the students mean score in accent was 3.53, as result of test in cycle 2, students achievement in this indicator was improved. Like what was made in cycle 1, there were three categorized in indicator of accent in cycle 2. there were 2 students categorize low in accent, , and 28 students categories good.

Grammar was 3.46, as result test in cycle 2 of students' achievement in this indicator was improved. Like what teacher made test in cycle 1, there were 2 students categorize low, 28 students categorize good.

Vocabulary was 3.73, as result test in cycle 2 of students' achievement in this indicator was improved. like what teacher made in test cycle 1, there were three criteria in indicator of vocabulary in cycle 2. There were 2 students categorize low, 10 students categorize enough, and 18 students categorize good.

Fluency was 3.53, as result test in cycle 2 of students' achievement in this indicator was improved. Like what made test in cycle 1, there were three criteria in indicator of fluency in cycle 2. from 30 students in the classroom, there were 1 student is categorize low, 10 students is categorize enough, and 19 students is categorize good.

Comprehension was 3.76, as result test in cycle 2 of students' achievement in this indicator was improved. Like what made test in cycle 1, there were two criteria in indicator of comprehension in cycle 2. from 30 students in the classroom, there were 13 students categorize enough and 17 students categorize good.

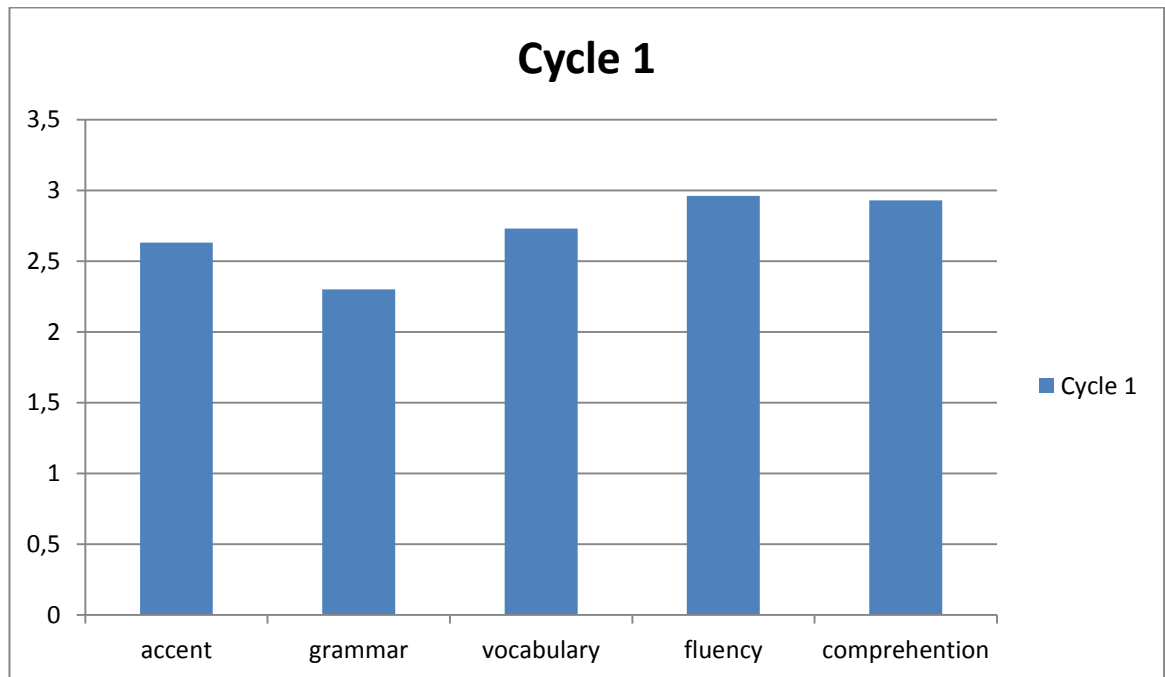The students' achievement in every indicator of speaking in the second cycle could be seen in the following chart:
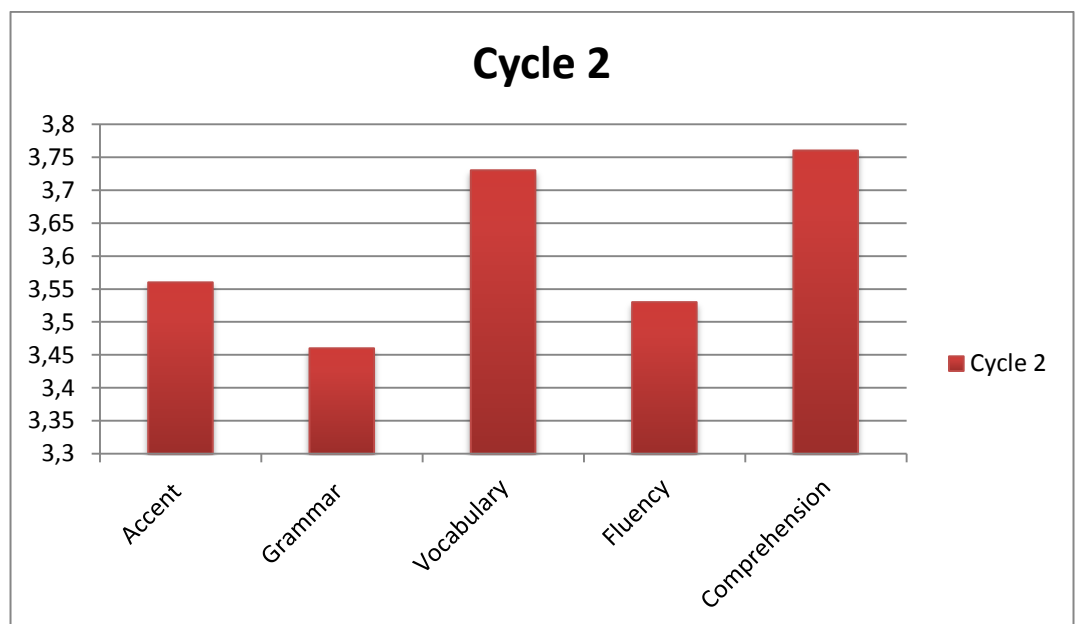
Chart 2. The Students' Achievement In Every Indicator Speaking In Second Cycle

From the above table and chart, it could be concluded that the students' achievement in the second cycle was increase. in second cycle, there were only 9 students' did not pass passing grade (75) the mean score in second cycle was 74,23 and the percentage of students' score in second cycle was 70%. Students achievement in speaking was categorized well. The students score in the second

cycle got improvement from the first cycle. It shown that the first cycle was 54.4 (16.66%) and second cycle was 74.23 (70%) .

B. Comparison the Mean Score in cycle 1 and Cycle 2

The comparison score of students in cycle 1 and cycle 2 based on test showed that from 5 students who passed the KKM in cycle 1 to be 21 students. It could be concluded that the students speaking ability through video media was improved from the previous cycle. It could be provided from The total score in cycle 1 was 1632 while in the cycle 2 was 2227. Beside that the mean score of the students score in cycle 1 was 54.4 (16.66%) while in cycle 2 increased to be 74.23 (70%) .

To see the improvement of the result of students speaking score from cycle 1 until cycle 2, researcher describe as following table:

No	Name of students	Cycle 1 First cycle	Cycle 2 Second cycle	Stated
1	AAH	48	76	**Improved**
2	AFA	60	76	**Improved**
3	AY	36	72	**Improved**
4	ALP	32	60	**Improved**
5	A	80*	96	**Improved**
6	APS	56	76	**Improved**
7	AAJ	60	80	**Improved**
8	DAL	56	76	**Improved**
9	DIS	76*	84	**Improved**
10	DPW	60	80	**Improved**
11	DAH	60	80	**Improved**
12	IWJ	48	72	**Improved**
13	IWR	52	76	**Improved**
14	LJLH	52	76	**Improved**
15	MASS	32	53	**Improved**
16	MRN	60	76	**Improved**
17	NJS	44	60	**Improved**
18	NFL	80*	96	**Improved**
19	PR	32	65	**Improved**

20	R	60	76	**Improved**
21	RPH	76*	84	**Improved**
22	RAS	76*	80	**Improved**
23	RS	44	53	**Improved**
24	ROS	60	76	**Improved**
25	R	36	60	**Improved**
26	S	60	80	**Improved**
27	TS	44	72	**Improved**
28	WR	60	76	**Improved**
29	YH	32	60	**Improved**
30	ZRA	60	80	**Improved**
Total Scores		1632	2227	**Improved**
Mean Score		54.4	74.23	**Improved**

Students' mean score of result test in cycle 1 and cycle 2. Result observation.

Based on the above table, it can be concluded that the students means score in each indicators by using video media at grade VIII-4 was increased in cycle 1 to cycle 2. The students mean score in each indicators improved in the cycle 2. It could be provided from the mean score of students in each indicators.

The indicator of accent in cycle 1 was 2.63 increased to be 3.56 in cycle 2, the mean score of Grammar was 2.3 in cycle 1 increased to be 3.46 in cycle 2, the mean score of vocabulary in cycle 1 was 2.73 increased to be 3.73 in cycle 2, the mean score of fluency in cycle 1 was 2.96 increased to be 3.53 in cycle 2, the mean score of comprehension in cycle 1 was 2.93 increased to be 3.76.

From the above data, the total mean score of students in cycle 1 was 54.4 increased to be 74.23 in cycle 2. Beside that the percentage in of the students' mean score in cycle 1 was 16.66% (low criteria) while the percentage of students' mean score in cycle 2 was 70% (good criteria). It means that the comparison of the mean score criteria from cycle 1 to cycle 2 were different. The comparison percentage from the cycle 1 and cycle 2 was 41.38%. It means that the

improvement of the students' mean score in cycle 1 to cycle 2 was 41.38%. To make be clear the comparison mean score of the students in each indicators from cycle 1 to cycle 2, the researcher would describe it in the following chart above.
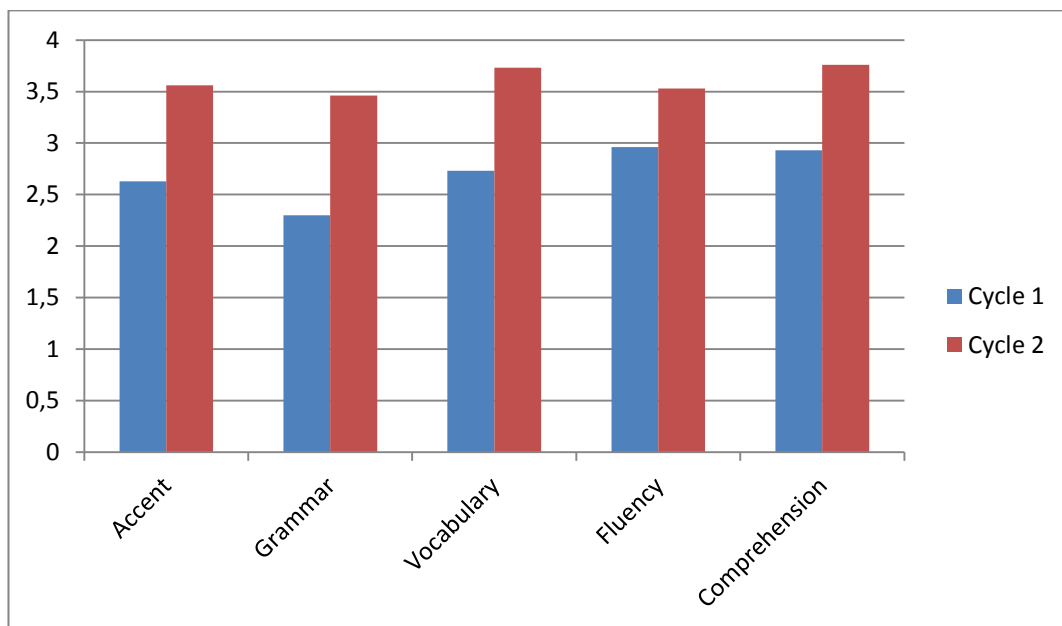
Chart 3. Improvement of Students' Indicator Speaking in Cycle 1 and Cycle 2

From the above chart, it can be seen the differences of the students' score in each indicators of speaking. The indicators of students score was increased in cycle 1 to cycle 2. The improvement also can be provided from the students' means score. The improvement of the students speaking ability score from the mean score of cycle 1 and cycle 2 could be seen on chart below:
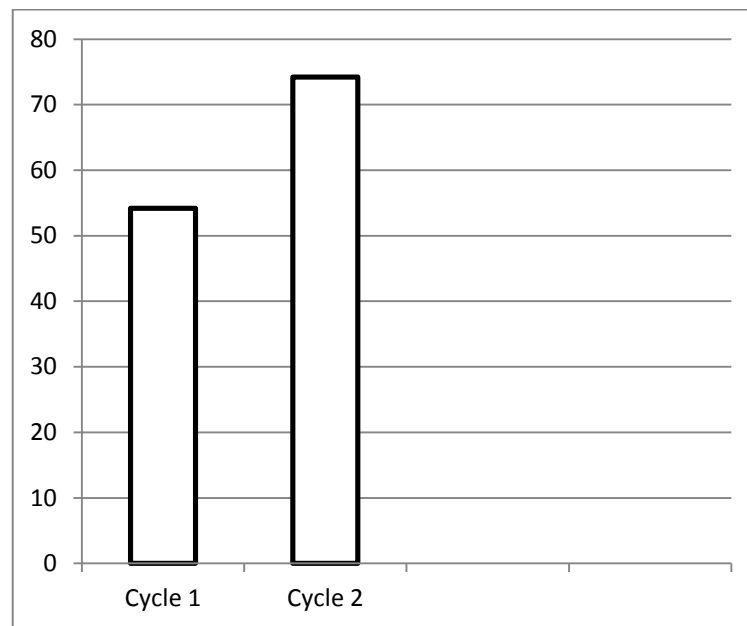
Chart 4. Comparison Mean Score in Cycle 1 and Cycle 2

Based on the result of data analysis and research finding, it can be summarized that students speaking ability improved. From the test in cycle 1 the students mean score was 54.4 increased to be 74.23 in test cycle 2. It means that the implementation of video media can improve students speaking ability.

C. Discussion

Based on the explanation above, the result was similar to related findings of the research. The first was the script of Arum Mustikawati, she stated was video media gave influences in improving students' speaking . The result showed that the T-test was 10,26 while T-table (α=0,05) from the quantity (n) 21 is 2,085. It means that T-test > T-table = 10,26> 2,085. From the explanation above we can conclude that there is significance improvement using video media in cycle II because the value of T-test is bigger than T-table.

The second was the research of Prucessia Kumara Silva, he concluded that video media gave significant effect on students' speaking ability. It was seen from the post-test result of the experimental group which was higher than that of the pre-test. The average value of the post-test was 70.57, while the average value of the pre-test was 54.75. Moreover, the average value of the post-test from control group was lower than the average value of the post-test from experimental group, it was 64.25. Thus, it proves that video media was influential on students' ability in speaking. From the data analysis, two tailed test was used in order to know the significant effect of video media on students' speaking ability. The t-test was 2.777, it is higher than the t-table value at the significance level .05 (95%) with 2.009. In conclusion, the researcher stated that video media gives significant effect on students' speaking ability ability.

The third was the research of Nova Esti Ermawati, she found that video clips was effective to be used as an alternative media in order to teach speaking. The use of video clips media could minimize the students' difficulties in speaking. The research result showed that more than 75% students passed the speaking test with Very Good mark in average. It means that the video clips media was effective in teaching speaking.

The fourth was the research of GilanAlanferdika , she stated that video media is effective to improve the students' score in speaking skill. The data shows that 6 students were choose strongly agree, 10 students were choose agree, 10 students were choose neutral and 4 students were choose disagree.

So, it was obtained as much as 72%. The value included to the strong criteria. From the questionnaire result, showed that the students' responses towards the use of video media were positive response. It means that video media is effective to improve the students' score in speaking ability.

The last was the research of M. DoniPerdana, the result of computation showed that t_o (*tobservation*) wass 4.286 while the*tt*(*t table*) for the degree of freedom 66 and the level of significance α=0.05 was 1.997 so,t_o was higher than*tt*. It means that H_o was rejected. Then it could be concluded that there was a significant difference in writing skill between students taught using think talk write technique and those taught guided writing technique. From the above explanation, it could be concluded that according to this study the use of video media in improving students' achievement in speaking skills.

Based on the above explanation, it could be seen that video media was appropriate strategy to improve students' speaking ability. video media could help students to construct their own knowledge. So that, the students understanding of the concepts was better. Students were also able to communicate or discuss their thought with their friends. So, the students could help each other and exchange their ideas. This media could help students to understand the material being taught. It is possible thing, if they were already familiar with the material obtained, they will be easy to apply their idea in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the Classroom Action Research (CAR), the researcher givessome conclusions based on the result of this research. Furthermore, the researcher alsogives some suggestions related to the conclusion.

A. The Conclusion

After finishing the Classroom Action Research, the researcgher found that using video media in teaching reading speaking ability can improve on tudents' speaking achievement. It can be provided from the mean. The mean score in first cycle was 54.4 (16.66%) and in second cycle was 74.23 (75%). It means that the second cycle was higher than the first cycle. So, the students' speaking ability by using video media was improved from cycle 1 to cycle 2.

B. The Suggestion

The suggestions are special for the teachers, students and other researchers.The suggestions will be explained as follow:

a. Video media is activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject speaking ability. It also can be used as an alternative media of English teaching in speaking ability.

b. For the teacher, it is very wise to use video media in teaching speaking ability because this media can make the students more activein practice speaking English and it will improve students' speaking ability.

c. For the students, it is hoped that by using video media the students more interested in studying English especially speaking English , because video media provides free time to improve the students' speaking ability. It also can give deep concentration for the students when they are speak English.

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RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah   : SMP Negeri 5 Padangsidimpuan

B. Mata Pelajaran   : Bahasa Inggris

C. Kelas/Semester   : VIII/1

D. Materi Pokok   : Asking And Giving Information

E. Skill   : Speaking

F. Alokasi waktu   : 4 x 45 Menit (2 x Pertemuan)

G. Kompetensi Inti :

    4.10. Mamahami makna dalam percakapan traksaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

H. Kompetensi Dasar

    4.10. Merespon makna dalam percakapan transaksional (*to get things done* dan interpersonal) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan dan berterima untuk berinteraksi dengan lingkungan terdekat yang yang melibatkan tindak tutur, meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf dan mengucapkan kesantunan.

I. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

a. menggunakan kata *where, when, how many, what and which* dengan tepat

b. mengetahui penggunaan preposition (*in,on,at, in front of, behind, beside, under, between)* dalam menunjukkan tempat

c. membedakan penggunaan *do, dose* dan *to be(is,are)* dalam kalimat interrogative

d. mengetahui bentuk-bentuk *adverb of time, date* and *time.*

e. Membedakan *singular (a* dan *an) plural nouns, has and have.*

f. Mengetahui berbagai macam warna (*colour*), kata sifat (*adjective)* dan benda (*noun).*

g. Merespon/ menjawab pertanyaan dengan tepat.

b. Karakter siswa yang diharapkan : cermat, komunikatif

J. Materi Pembelajaran:

Asking and Giving Information

K. Metode Pembelajaran

a. Presentation, practice, production

b. Matching the Picture

c. Work in pairs

L. Langkah-langkah Pembelajaran

1. Kegiatan awal

a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing.

b. Guru mengabsen siswa

c. Guru bertanya kepada siswa tentang materi yang berkaitan

d. Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan inti

Sebelum Memulai Pembelajaran

a. guru meminta siswa untuk mempersiapkan kosa kata sebanyak-banyaknya berdasarkan tema vieo yang akan di tunjukkan.

b. guru menunjukkan judul video kemudian memberi sedikit gambaran dari percakapan yang ada di video tersebut.

Saat Pemeblajaran

a. guru membentuk kelompok sebanyak dua orang per kelompok

b. guru meminta setiap masing-masing anggota kelompok sebagai pendengar, dan yang lainnya sebagai pengamat.

c. guru meminta siswa yang bertugas sebagai pendengar menghadap kebelakang atau (membelakangi video), sedangkan sebagai pengamat bertugas mengmati gambar video.

d. guru meminta siswa auntuk mempersiapkan buku catatn yang terdiri dari hal-hal penting dari video.

e. guru memutar video

Setelah Pembelajaran

a. guru meminta siswa untuk kembali ke kelompok masing-masing

b. guru meminta siswa untuk membuat pecakapan bedasarkan apa yang masing- masing pendengar dan pengamat dapat dari video dan kertas catatan yang sudah dipersiapkan

c. guru meminta siswaa untuk mempraktekkan percakapan yang telah mereka buat di depan kelas.

d. guru meminta masing-masing kelompok untuk menyimpulkan mengenai isi percakapan di dalm video.

3. Kegiatan Penutup

a. guru dan siswa bersama –sama menyimpulkan pertemuan hari ini.

b. guru memberikan kesiempatan kepada siswa untuk mengunglapkan hal-hal yang mereka rasakan selama pembeljaran berlangsung.

c. guru menanyakan kesulitan siswa ketika kegiatan pemeblajaran berlangsung.

d. guru menutup pembelajaran dan memotivasi siswa dalam pemeblajaran bahasa inggris.

e. siswa memberi salam kepada guru.

M. Sumber Belajar

   1. Internet

   2. English Book

N. Media Pembelajaran

   1. Laptop

   2. Whiteboard

O. Evaluasi

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/Soal
Siswa dapat Mengidentifikasikan makna dan fungsi ungkapan meminta (asking for) dan memberikan informasi (giving opinion). Siswa dapat Merespon ungkapan meminta (asking for) dan memberikan informasi (giving information)	Test lisan	Performance (work in pairs)	Perform in front of the class

P. Pedoman Penilaian

A = 91 – 100 (Very Good)

B = 81 – 90 (Good)

C. 71 – 80 (Avarage)

a. Instrument Test

1. Excuse me. Could you tell me where the public library is, please?

2. Can you tell me where it is?

3. Could you know where she lives?

4. Dou you have any idea to use this computer?

5. Do you know where Budi lives?

6. I'd like to know your idea about the new project?

7. Could you tell me when the next bus leaves?

Padangsidimpuan, … ….. 2019

Validator   Observer

Hapsyah Sri Mei   Aisah daulay

APPENDIX II

Test cycle 1

Exercise: answer the following question

8. Excuse me. Could you tell me where the public library is, please?

9. Can you tell me where it is?

10. Could you know where she lives?

11. Dou you have any idea to use this computer?

12. Do you know where Budi lives?

13. I'd like to know your idea about the new project?

14. Could you tell me when the next bus leaves?

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah : SMP Negeri 5 Padangsidimpuan

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : VIII/1

D. Materi Pokok : Asking and Giving Information

E. Skill : Speaking

F. Alokasi waktu : 4 x 45 Menit (2 x Pertemuan)

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Kompetensi Inti :

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i. mengetahui penggunaan preposition (*in,on,at, in front of, behind, beside, under, between)* dalam menunjukkan tempat
j. membedakan penggunaan *do, dose* dan *to be(is,are)* dalam kalimat interrogative
k. mengetahui bentuk-bentuk *adverb of time, date* and *time.*

l. Membedakan *singular (a* dan *an) plural nouns, has and have.*

m. Mengetahui berbagai macam warna (*colour)*, kata sifat (*adjective)* dan benda (*noun).*

n. Merespon/ menjawab pertanyaan dengan tepat.

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K. Metode Pembelajaran

a. Presentation, practice, production

b. Matching the Picture

c. Work in pairs

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b. Guru mengabsen siswa

c. Guru bertanya kepada siswa tentang materi yang berkaitan

d. Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan inti

Sebelum Memulai Pembelajaran

a. guru meminta siswa untuk mempersiapkan kosa kata sebanyak-banyaknya berdasarkan tema vieo yang akan di tunjukkan.

b. guru menunjukkan judul video kemudian memberi sedikit gambaran dari percakapan yang ada di video tersebut.

Saat Pemeblajaran

a. guru membentuk kelompok sebanyak dua orang per kelompok

b. guru meminta setiap masing-masing anggota kelompok sebagai pendengar, dan yang lainnya sebagai pengamat.

c. guru meminta siswa yang bertugas sebagai pendengar menghadap kebelakang atau (membelakangi video), sedangkan sebagai pengamat bertugas mengmati gambar video.

d. guru meminta siswa auntuk mempersiapkan buku catatn yang terdiri dari hal-hal penting dari video.

e. guru memutar video

Setelah Pembelajaran

a. guru meminta siswa untuk kembali ke kelompok masing-masing

b. guru meminta siswa untuk membuat pecakapan bedasarkan apa yang masing- masing pendengar dan pengamat dapat dari video dan kertas catatan yang sudah dipersiapkan

c. guru meminta siswaa untuk mempraktekkan percakapan yang telah mereka buat di depan kelas.

d. guru meminta masing-masing kelompok untuk menyimpulkan mengenai isi percakapan di dalm video.

3. Kegiatan Penutup

a. guru dan siswa bersama –sama menyimpulkan pertemuan hari ini.

b. guru memberikan kesiempatan kepada siswa untuk mengunglapkan hal-hal yang mereka rasakan selama pembeljaran berlangsung.

c. guru menanyakan kesulitan siswa ketika kegiatan pemeblajaran berlangsung.

d. guru menutup pembelajaran dan memotivasi siswa dalam pemeblajaran bahasa inggris.

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    1. Internet

    2. English Book

N. Media Pembelajaran

    1. Laptop

    2. Whiteboard

O. Evaluasi

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/Soal
Siswa dapat Mengidentifikasikan makna dan fungsi ungkapan meminta (asking for) dan memberikan informasi (giving opinion). Siswa dapat Merespon ungkapan meminta (asking for) dan memberikan informasi (giving information)	Test lisan	Performance (work in pairs)	Perform in front of the class

P. Pedoman Penilaian

      A = 91 − 100 (Very Good)

      B = 81 − 90 (Good)

C. 71 – 80 (Avarage)

a. Instrument Test

1. Excuse me. Could you tell me where the public library is, please?

2. Can you tell me where it is?

3. Could you know where she lives?

4. Dou you have any idea to use this computer?

5. Do you know where Budi lives?

6. I'd like to know your idea about the new project?

7. Could you tell me when the next bus leaves?

Padangsidimpuan, … ….. 2019

Validator   Observer

Hapsyah Sri Mei   **Aisyah Daulay**
Nip: 19760610 200801 1 016   **Nim: 1520300106**

APPENDIX IV

Test cycle 2

Exercise: answer the following question

15. Excuse me. Could you tell me where the public library is, please?

16. Can you tell me where it is?

17.   Could you know where she lives?

18. Dou you have any idea to use this computer?

19. Do you know where Budi lives?

20. I'd like to know your idea about the new project?

21. Could you tell me when the next bus leaves?

Appendix V

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : 1/ First Meeting

No.	Activities	Yes	No
1. introduction	1. teacher greats students		
	2. teacher cheeks students' present list		
	3. teacher gave students motivation		
	4. students explain how to learn by using Video media and subject matter		
2. content	1. teacher divides students into pairs		
	2. teacher asks the pairs watch the video carefully and analyse the vocabulary what come up in the video		
	3. Teacher asks the pairs to prepared the students note		
	4. Teacher plays the video		
3. Closing	1. Teacher gives the conclusion		
	2. Teacher ask students about learning material will be learned		
	3. Teacher give test		
	4. teacher collect the students' test and analyses the students test		

Co- Teacher

Hapsyah Sri Mey, S.Pd

Appendix VI

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : 1/ Second Meeting

No.	Activities	Yes	No
1. introduction	1. teacher greats students		
	2. teacher cheeks students' present list		
	3. teacher gave students motivation		
	4. students explain how to learn by using Video media and subject matter		
2. content	1. teacher divides students into pairs		
	2. teacher asks the pairs watch the video carefully and analyse the vocabulary what come up in the video		
	3. Teacher asks the pairs to prepared the students note		
	4. Teacher plays the video		
3. Closing	1. Teacher gives the conclusion		
	2. Teacher ask students about learning material will be learned		
	3. Teacher give test		
	4. teacher collect the students' test and analyses the students tes		

Co- Teacher

Hapsyah Sri Mey, S.Pd

Appendix VII

<p align="center">Observation Sheet</p>

<p align="center">Student's Activity in Teaching Learning Process</p>

<p align="center">Classroom Action Research</p>

Subject Matter : English

Class / Semester : VIII / 1

Day/date of :

Cycle/ Meeting : 1/ First Meeting

No	Activities	Students																														Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1.	Students are not ready to study																															
2.	Students who made noisy in the classroom																															
3.	Students who asked permission																															
4.	Students who slept in the classroom																															
5.	Students who sad on																															

No.	Statement																																	
	the move																																	
6.	Students who feel boring of this lesson																																	
7.	Students do not have motivation to speak																																	
8.	Students are walking around the class																																	
9.	Students who have not full attention when learning speaking																																	
10.	Students are not able to practice the conversation																																	

The condition of class

Co- Teacher

Hapsyah Sri Mey, S.Pd

Appendix VIII

<div align="center">

Observation Sheet

Student's Activity in Teaching Learning Process

Classroom Action Research

</div>

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : 1/ Second Meeting

No	Activities	Students																													Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1.	Students are not ready to study																															
2.	Students who made noisy in the classroom																															
3.	Students who asked permission																															
4.	Students who slept in the classroom																															
5.	Students who sad on																															

No	Statement																													
	the move																													
6.	Students who feel boring of this lesson																													
7.	Students do not have motivation to speak																													
8.	Students are walking around the class																													
9.	Students who have not full attention when learning speaking																													
10.	Students are not able to practice the conversation																													
The condition of class																														

Co-Teacher

Hapsyah Sri Mey, S.Pd

Appendix IX

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : II/ Third Meeting

No.	Activities	Yes	No
1. introduction	1. teacher greats students		
	2. teacher cheeks students' present list		
	3. teacher gave students motivation		
	4. students explain how to learn by using Video media and subject matter		
2. content	1. teacher divides students into pairs		
	2. teacher asks the pairs watch the video carefully and analyse the vocabulary what come up in the video		
	3. Teacher asks the pairs to prepared the students note		
	4. Teacher plays the video		
3. Closing	1. Teacher gives the conclusion		
	2. Teacher ask students about learning material will be learned		
	3. Teacher give test		
	4. teacher collect the students' test and analyses the students test		

Co- Teacher

Hapsyah Sri Mey, S.Pd

Appendix X

<div align="center">

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

</div>

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : II / Fourth Meeting

No.	Activities	Yes	No
1. introduction	1. teacher greats students		
	2. teacher cheeks students' present list		
	3. teacher gave students motivation		
	4. students explain how to learn by using Video media and subject matter		
2. content	1. teacher divides students into pairs		
	2. teacher asks the pairs watch the video carefully and analyse the vocabulary what come up in the video		
	3. Teacher asks the pairs to prepared the students note		
	4. Teacher plays the video		
3. Closing	1. Teacher gives the conclusion		
	2. Teacher ask students about learning material will be learned		
	3. Teacher give test		
	4. teacher collect the students' test and analyses the students test		

Co- Teacher

Hapsyah Sri Mey, S.Pd

Appendix XI

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : II/ Third Meeting

No	Activities	Students																													Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1.	Students are not ready to study																															
2.	Students who made noisy in the classroom																															
3.	Students who asked permission																															
4.	Students who slept in the classroom																															
5.	Students who sad on																															

No.	Statement																																	
	the move																																	
6.	Students who feel boring of this lesson																																	
7.	Students do not have motivation to speak																																	
8.	Students are walking around the class																																	
9.	Students who have not full attention when learning speaking																																	
10.	Students are not able to practice the conversation																																	
The condition of class																																		

Co- Teacher

Hapsyah Sri Mey, S.Pd

Appendix XII

Observation Sheet

Student's Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : English

Class / Semester   : VIII / 1

Day/date of   :

Cycle/ Meeting   : II/ Fourth Meeting

No	Activities	Students																													Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1.	Students are not ready to study																															
2.	Students who made noisy in the classroom																															
3.	Students who asked permission																															
4.	Students who slept in the classroom																															
5.	Students who sad on																															

No.																																
	the move																															
6.	Students who feel boring of this lesson																															
7.	Students do not have motivation to speak																															
8.	Students are walking around the class																															
9.	Students who have not full attention when learning speaking																															
10.	Students are not able to practice the conversation																															
The condition of class																																

Co- Teacher

Hapsyah Sri Mey, S.Pd

APPENDIX XIII

students' speaking score in the First cycle

NO	Name of Students'	Speaking Score					Total	Score (total X 4)
		1	2	3	4	**5**		
1	AAH	3	3	3	3	3	15	48
2	AFA	2	1	2	2	2	9	60
3	AY	1	1	2	2	2	8	36
4	ALP	4	3	2	5	4	20	32
5	A	3	2	3	3	3	14	80*
6	APS	3	2	3	4	4	15	56
7	AAJ	3	3	2	3	3	14	60
8	DAL	3	4	4	4	4	19	56
9	DIS	3	2	3	4	3	15	76*
10	DPW	3	3	3	2	4	15	60
11	DAH	2	3	3	2	4	15	60
12	IWJ	2	2	3	2	2	12	48
13	IWR	3	2	3	3	3	13	52
14	LJLH	1	2	2	3	3	13	52
15	MASS	3	1	2	2	2	8	32
16	MRN	2	3	3	3	3	15	60
17	NJS	4	2	2	2	3	11	44
18	NFL	2	3	4	4	5	20	80*
19	PR	3	1	1	2	2	8	32
20	R	4	2	3	4	3	15	60
21	RPH	4	4	4	4	3	19	76*
22	RAS	2	4	3	4	4	19	76*
23	RS	3	2	3	2	2	11	44
24	ROS	1	2	3	4	3	15	60
25	R	3	2	2	2	2	9	36
26	S	2	3	3	4	4	15	60
27	TS	3	2	3	2	2	11	44
28	WR	2	2	3	3	3	15	60
29	YH	3	1	2	2	2	8	32
30	ZRA	3	3	3	3	3	15	60
Total Score		79	69	82	89	88	408	1632
Mean		2.63	2.3	2.73	2.96	2.93	13.6	54.4
Pecentage		70%						

Mean Score = $\dfrac{\text{total score}}{\text{the total of students}}$ = $\dfrac{1632}{30}$ = 44.4

percentage = $\dfrac{\text{the total of students who get 75}}{\text{total number of students test}}$ = $\dfrac{5}{30}$ X 100 = 16.66%

APPENDIX XIII

students' speaking score in the second cycle

NO	Name of Students'	Speaking Score					Total	Score (total X 4)
		1	2	3	4	**5**		
1	AAH	3	3	5	4	4	19	76
2	AFA	3	3	4	4	5	19	76
3	AY	4	3	3	4	3	18	72
4	ALP	3	4	2	3	4	15	60
5	A	5	3	5	5	5	24	96
6	APS	4	4	4	4	3	19	76
7	AAJ	4	4	5	4	4	20	80
8	DAL	4	3	4	3	3	19	76
9	DIS	4	5	4	5	5	21	84
10	DPW	4	3	4	5	4	20	80
11	DAH	4	3	4	4	4	20	80
12	IWJ	3	4	4	4	3	18	72
13	IWR	3	4	3	4	5	19	76
14	LJLH	5	4	4	3	3	19	76
15	MASS	3	4	2	3	3	13	53
16	MRN	3	2	5	4	4	19	76
17	NJS	3	3	3	2	4	15	60
18	NFL	5	3	4	5	3	24	96
19	PR	2	4	3	3	2	13	65
20	R	4	3	3	5	4	19	76
21	RPH	3	3	4	5	5	21	84
22	RAS	5	4	4	4	3	20	80
23	RS	2	4	3	3	3	13	53
24	ROS	4	2	4	3	3	19	76
25	R	3	5	3	3	3	15	60
26	S	1	3	3	4	5	20	80
27	TS	3	4	4	4	4	18	72
28	WR	2	4	3	5	5	19	76
29	YH	3	3	5	3	3	15	60
30	ZRA	2	3	5	4	4	20	80
Total Score		107	104	112	116	113	553	2227
Mean		3.56	3.46	3.73	3.53	3.76	18.43	74.23
Pecentage		70%						

Mean Score = $\frac{\text{total score}}{\text{the total of students}}$ = $\frac{2227}{30}$ = 74.23

percentage = $\frac{\text{the total of students who get 75}}{\text{total number of students test}}$ = $\frac{21}{30}$ X 100 = 70%

APPENDIX XV

Table Detail Comparison Students Speaking Ability Based On Test In Cycle 1 And Cycle 2

No	Name of students	Cycle 1 First cycle	Cycle 2 Second cycle	Stated
1	AAH	48	76	**Improved**
2	AFA	60	76	**Improved**
3	AY	36	72	**Improved**
4	ALP	32	60	**Improved**
5	A	80*	96	**Improved**
6	APS	56	76	**Improved**
7	AAJ	60	80	**Improved**
8	DAL	56	76	**Improved**
9	DIS	76*	84	**Improved**
10	DPW	60	80	**Improved**
11	DAH	60	80	**Improved**
12	IWJ	48	72	**Improved**
13	IWR	52	76	**Improved**
14	LJLH	52	76	**Improved**
15	MASS	32	53	**Improved**
16	MRN	60	76	**Improved**
17	NJS	44	60	**Improved**
18	NFL	80*	96	**Improved**
19	PR	32	65	**Improved**
20	R	60	76	**Improved**
21	RPH	76*	84	**Improved**
22	RAS	76*	80	**Improved**
23	RS	44	53	**Improved**
24	ROS	60	76	**Improved**
25	R	36	60	**Improved**
26	S	60	80	**Improved**
27	TS	44	72	**Improved**
28	WR	60	76	**Improved**
29	YH	32	60	**Improved**
30	ZRA	60	80	**Improved**
Total Scores		1632	2227	**Improved**
Mean Score		54.4	74.23	**Improved**

CURRICULUM VITAE

A. Identity

Nama   : Aisah Daulay
Reg. No   : 15 20 300106
Place/ Birth   : Matondang, 03rd December 1996
Sex   : Female
Religion   : Islam
Address   : Sibuhuan

B. Parents

Father's Name   : Alm. Rustam Daulay
Mother's Name   : Alm. Hj. Nur Lela Nasution

C. Educational Background

1. Elementary School   : SD N 101340 Paringgonan   (2009)
2. Junior High School :MTS N Sibuhuan   (2012)
3. Senior high School : SMA N 1 Ulu Barumun   (2015)
4. Institute   : IAIN Padangsidimpuan   (2019)

15 November 2018

Nomor   : 268 /In.14/E.6a/PP.00.9/11/2018
Lamp   : -
Perihal   : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:
1. Rayendriani Fahmei Lubis, M.Ag.   **(Pembimbing I)**
2 Zainuddin, S. S., M.Hum   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Aisah Daulay
NIM   : 1520300106
Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Improving Students' Speaking Ability Through Video At Grade VIII Smp Negeri 5 Padangsidimpuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik da Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag.
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

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Nomor : B - 1496 /In.14/E.1/TL.00/10/2019   7 Oktober 2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP Negeri 5 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	:	Aisah Daulay
NIM	:	1520300106
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Alamat	:	Sibuhuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Students' Speaking Ability Through Video At Grade VIII Of SMP Negeri 5 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
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NOMOR : 422 / 325 / SMP.5 / 2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidimpuan, menerangkan bahwa:

Nama	: **AISAH DAULAY**
NIM	: 1520300106
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Sibuhuan

benar telah mengadakan penelitian (riset) di SMP Negeri 5 Padangsidimpuan pada tanggal 08

2019 sampai dengan selesai, guna untuk melengkapi penelitiannya yang berjudul : **"IMPI**

STUDENTS' SPEAKING ABILITY THROUGH VIDEO AT GRADE VIII OF SMP N

PADANGSIDIMPUAN" sesuai dengan surat dari Dekan Fakultas Tarbiyah dan Ilmu Kegu

Padangsidimpuan Nomor : B-1496/In.14/E.1/TL.00/10/2019 tanggal 07 Oktober 2019.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sepe

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