

**THE EFFECTIVENESS OF VIDEO IN TEACHING SPEAKING AT SMAN 1
BAITUSSALAM**

A THESIS

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The Effectiveness of Video in Teaching Speaking at SMAN 1 Baitussalam

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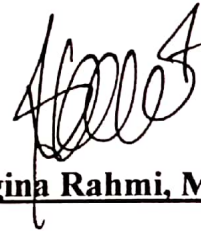
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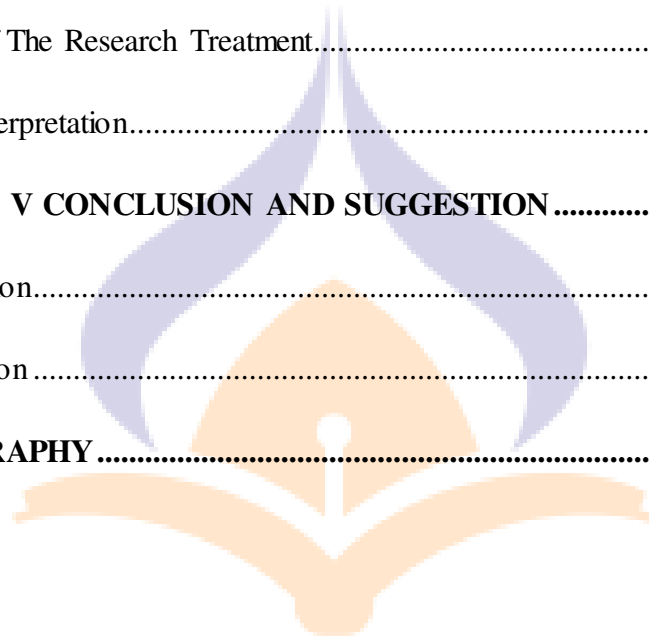
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TABLES OF CONTENTS

AKCNOWLEDGMENT.....	i
ABSTRAK.....	iv
ABSTRACT.....	v
TABLES OF CONTENTS	vi
LIST OF TABLE.....	ix
LIST OF SYMBOLS.....	x
LIST OF APPENDIX.....	xi
CHAPTER I INTRODUCTION	1
1.1 The Background of The Study.....	1
1.2 Identification of The Problem.....	5
1.3 Limitation of The Problem.....	7
1.4 Formulation of The Problem.....	8
1.5 Aim of The Research.....	8
1.6 Significance of The Research.....	8
1.7 Hypothesis.....	9
CHAPTER II LITERATURE REVIEW.....	10
2.1 Speaking.....	10
2.1.1 The Definition of Speaking.....	10

2.1.2 The Aspect of Speaking Skills	14
2.2 The Characteristic of The Students at SMAN 1 Baitussalam	20
2.3 The Use of Video in Teaching Speaking	22
2.3.1 Media	22
2.3.2 Video.....	23
2.4 Teaching Speaking with Video.....	25
2.5 The Advantages and Disadvantages of Using Video in Teaching Speaking.....	27
2.6 The Relevant Studies	29
CHAPTER III RESEARCH METHODOLOGY	32
3.1 The Research Design.....	32
3.2 Population and Sample.....	34
3.3 Location of The Research.....	34
3.4 Research Variable and Indicator	35
3.5 The Technique of Data Collecting	35
3.5.1 Test	36
3.6 Research Instrument.....	38
3.7 Technique of Analysis Data	41
3.8 Statistical Hypothesis	43
CHAPTER IV RESEARCH FINDINGS	44

4.1 The Research Findings	44
4.1.1 Analysis of pre-test.....	44
4.1.2 Analysis of post-test	46
4.1.3 The Comparison of The Result	48
4.2 The Analysis of The Data.....	49
4.3 Steps of The Research Treatment.....	51
4.3 Data Interpretation.....	53
CHAPTER V CONCLUSION AND SUGGESTION	55
5.1 Conclusion.....	55
5.2 Suggestion	56
BIBLIOGRAPHY	57



CHAPTER I

INTRODUCTION

This chapter consists of research background, problem identification, problem definition, problem formulation, research objectives, research benefits.

1.1 The Background of The Study

English is an international language that is used to communicate around the world. There are even some countries that use English as the official language or main language. In the era of globalization, the use of English is increasingly widespread along with the growing English vocabulary. English language skills are a factor of spread or development in the fields of religion, politics, economic, education, communication and technology.

In learning English, the students are required to be able to master four skills in English that are equally important to learn. These skills are first listening is very important to master first because before we speak we must listen to native speaker and then speak according to the way native speaker pronounce the word. Second, namely speaking, after mastering listening we will create “language products” namely by speaking. Through speaking, a speaker can communicate with the others to express their goals objectively. Next is reading, this skill is no less important than other skills. Through reading we can get a lot of information and knowledge. Lastly, writing is a skill that is a “product of language” like speaking. Language products that

are produced after we are able to write and can convey the intent and purpose in a writing, call it letters, poetry, novels and other language products. Each skill in English has its own advantages and disadvantages because it aims to be understood and mastered by everyone who is learned.

This research focuses on speaking ability according to the title of the thesis written by the researcher. In general speaking skills include five things, namely pronunciation, vocabular, grammar, fluency and comprehension. Then the use of spoken language is influenced by various factors that we can see practically, such as: intonation, words and sentences, systematic speech, conversation content, manner and speech, appearance.

Each part of the language has a relationship with one another so that it can help support teaching and learning activities or processes in other aspects. One of the language skills that need to be mastered is speaking where in the future we will adapt to a wider environment and interact with local and non-local communities. Therefore, we need to establish good communication with everyone around our environment, namely by talking. According to Wursanto (2004: 45) is an operation process or information or news reporting from one side or one place to another an effort to gain understanding. In communication, at least there is a similarity of meaning between the two parties involved. It is said to be minimal because communication activities are not only formative namely that the others understand and know. But it also persuasive, namely that the other people can accept the understanding or belief to do

an act or activity. Basically speaking skills play a key role in interpersonal communication whether it is done in a way or speaking.

Everyone can improve their speaking abilities by daring to speak in public or in front of many people besides that they can hone critical thinking. Speaking English can help to improve the skills in the aspect of listening because without realizing it when speaking other people are also listening to the words of themselves and others. According to Henry Guntur Tarigan (2008: 3) speaking is a language skill that develops in a child's life which is only preceded by listening skills and at that time the ability to speak is learned. Then by speaking it is easier to produce vocabulary after experiencing various word changes from languages throughout history. Modern English has an extensive vocabulary with complex and irregular spellings especially Modern English is not just a mixture of European languages. While if there are still many who do not understand the speech of the interlocutor but can be understood the context of the situation and condition.

According to Supriyadi (2005: 82) if someone has good speaking skills, they can get social and professional benefits. Social benefits are related to social interaction activities between individuals. Professional advantages are obtained by using language to ask questions, convey the facts and the knowledge then explain and describe something. The accuracy and clarity of information provided through individuals is highly dependent on the quality and clarity of the information quickly to the other person with whom he or she is speaking. But no matter how difficult it is

to convey an idea or argument to others. Many people who are intelligent but fail to communicate are then hampered in conveying ideas and thoughts to many people because they are not able to speak in public (Romli, 2003: 64). You can imagine that information is very difficult to absorb by the recipient if the person who convey it has a weak ability to communicate something by word of mouth through speaking.

Every English learner who wants to improve speaking skills in English is required to be able to master the four the speaking skills. Unfortunately, in teaching and learning English in class XI SMAN 1 Baitussalam there are still many students who have difficulty speaking. From the observation that have been made the students have difficult in pronunciation English words and the lack of vocabulary that students have so that they do not understand the meaning of every sentence in English spoken by the other. Only a few students understand the basic of vocabulary and a bit of introduction at the beginning of the learning process. Besides that, there has never been a teacher at the school who has used video as a learning media that can help the teaching and learning process.

For this reason, innovative actions in the research experiment are needed to encourage the improvement of English speaking skills. There are many ways that teachers can do in the process of teaching speaking one of which is by using video. Video is an audio-visual media that displays motion (Sadiman, 2008: 74). Video learning as a media that is designed systematically by referring to the applicable curriculum and it is development aplying learning principles so that the program

allows students to examine the subject matter more closely, easy and interestly. Physically, learning videos are learning programs packaged in video cassettes and presented using VTR equipment or VCD players and TV monitors. That way it can educate the students to think critically, increase students' insight and knowledge, educate students to learn self-taught and improve students learning outcomes so that they can improve the quality of education, especially in honing English speaking skills. Thus, the researcher took the initiative to make video as a media that can improve students' speaking skills. From here the researcher raised the title of the research, namely "*The Effectiviness of Video in Teaching Speaking at SMAN 1 Baitussalam*".

1.2 Identification of The Problem

There are several factors that become problems in teaching and learning activities in high schools. These problems do not only come from the students themselves but are also closely related to the learning process.

The problems of the students are related to their language skills, where all students in the Aceh area use the regional language as their communication tool in everyday life, there are even some students who do not understand and cannot speak Indonesian. Especially, when they are faced with English lessons where they do not understand the vocabulary spoken by the native speakers. Furthermore, the strategy or learning method used by the teacher must focus on the guidebook only, plus there are

additional media to attract students' attention. Student intelligence becomes the most important thing in every learning process, not all students can catch and understand the intent and purpose of a learning material provided by the teacher. There are still many students who are less able in teaching and learning activities because it is caused by a family environment that lacks attention and supervision of their children's education and does not really demand them to be confident in learning. In addition, addiction to smartphones makes students lazy to open textbooks that are less interesting for them to study. There is no strong motivation and desire to learn and also a lack of confidence themselves, namely the students of SMAN 1 Baitussalam. Although not all students have the same problem, but when it comes to English, the students often complain because they cannot pronounce sentences in English properly and correctly. Besides that, they also lack English vocabulary, so it becomes an obstacle for students to express their ideas. So they tend to reduce their interest and motivation in learning and consider English lessons too complicated and difficult to learn and master.

The next problem factor is the process of teaching and learning where this is relates to class activities, interactions, language training, and others. As well as teaching methods and techniques, media and materials that will be used when the learning process is carried out. the learning process so far seems to take a long time with the activities carried out tend to only write and read rather than speak. Then

students rarely get the opportunity to be more active in practicing their speaking skills.

As a result, students rarely speak verbally and only practice other skills and only focus on catching up on assignments and exercises from books. This kind of learning seems more monotonous and makes students seem not to enjoy every learning process. In addition, there needs to be an effort that teachers can make by trying to use learning media or techniques that can attract students' attention. It can increase the enthusiasm of students in learning and have the motivation to practice speaking skills. There are many media that can be used by teachers in the learning process such as handouts, videos, power points, and others.

1.3 Limitation of The Problem

Researchers need to limit the research that will be carried out because this is intended to avoid major problems and only focuses on research. It refers to the background and identification of research problems only on students' English speaking skills using videos. The reason the researcher chose it was to attract students' attention with interesting videos displayed during the research. By watching videos they can hear and see examples of good and correct use of language from the speaker's point of view. This study focused only on the English language skills of class XI students at SMAN 1 Baitussalam with video.

1.4 Formulation of The Problem

Based on the limitations of the problem above, the formulation of the problem in this study is "To find out whether or not the use of video effective in improving the English speaking skills of class XI students of SMAN 1 Baitussalam 2020/2021?"

1.5 Aim of The Research

This study aims to improve students' speaking skills in English lessons in class XI SMAN 1 Baitussalam by using video.

1.6 Significance of The Research

The importance of this research will be useful for:

1. For English teachers, this research is expected to provide information to them by using alternative media to teach speaking. Besides that it can also motivate every teacher to be more creative in choosing various teaching methods so that it can increase the enthusiasm and willingness of students to learn English.
2. For researchers, the results of this study can develop their experience related to knowledge in research about the process of education and learning in English lessons, especially in speaking skills.

3. For students, the results of this study can be a provision and new experience in the process of learning English, especially in speaking skills so that it can motivate students to improve their abilities.

1.7 Hypothesis

This research was conducted to answer questions such as: “Is there a significant difference? At the student’s achievement in teaching speaking using video?”

Ha : Video is effective in teaching speaking English for the students.

Ho : Video is not effective in teaching speaking English for the students.

