

**THESIS**

**IMPLEMENTING VIDEO MEDIA TO IMPROVE SPEAKING SKILL AT  
AS SALAM ENGLISH COURSE BLOKAGUNG BANYUWANGI  
IN ACADEMIC YEAR 2019/2020**



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ISLAMIC INSTITUTE OF DARUSSALAM  
BLOKAGUNG BANYUWANGI**

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**THESIS**

Presented to the Faculty of Education and Teacher Training in a Partical  
Fulfillment of the Requirement for the Degree of Strata 1  
in English Education Departement

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ISLAMIC INSTITUTE OF DARUSSALAM  
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**2020**

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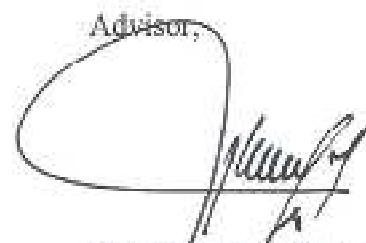
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## AGGREEMENT

This is to certify that Sarjana's thesis of Dian Zahro' Rosyidah has been approved by the board of examiners as a requirement for the Sarjana Degree in English Education Department.

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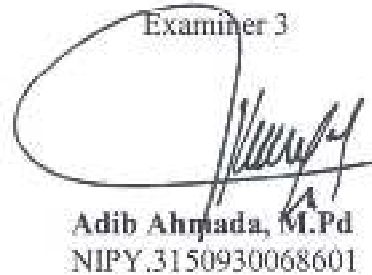
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## DECLARATION OF AUTHORSHIP

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Declare that:

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## ABSTRACT

Rosyidah, D. Z. 2020, *Implementing Video Media to Improve Speaking Skill at As Salam English Course Blokagung Banyuwangi in Academic Year 2019/ 2020*

**Key Word:** Implementing , video media, Speaking Skill

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English is one of international language in the world. There are four skills in English those are writing skill, listening skill. Reading skill, and speaking skill. This research take speaking skill which is focused on the conversation or communication. Language is a means to communicate among many people in the society. English is always used in an international conference or meeting. So English is so important in all sectors of our lives. From the obtained evidence by the researcher there were some result that the members had the lower score, from 10 members basic class of ECA Course there were 10 members that had a value below the average, the obtained result was gotten from the result of oral interview with the members. Obtained result of interview test can be concluded that there were some members who is still difficult in speaking skill. This type of research uses Classroom Action Research because researcher act directly in research, starting from the beginning to the end of the action.

From the research finding, students become more active and not bored, Students memorize faster than the previous method, Students become more enthusiastic to do speaking practice, Little by little improvement is better than before, In the fourth stage of meeting students are able to apply speaking skill in classroom, The student's memorization is getting stronger. From 10 students, 9 students achieve the criteria of succes, while the rest student didn't achieve the criteria of succes.

## DEDICATION

Praise the presence of Allah SWT who has given grace, taufiq and guidance to us all, I present this thesis to:

1. To Mbah yai Muktar syafa'at who always gives blessings to the blessing of knowledge and benefits.
2. To all caretakers of Darussalam Islamic Boarding Schools who always provide prayers and knowledge and hopefully become useful and blessing knowledge.
3. To my parent who is always supporting me in any conditions and always pray for my success.
4. Friends in arms English Tadris 2016 full of struggle working on thesis
5. To my one supervisor team friends who is always supporting to one another.
6. To As Salam friends who is always supporting and reminding about mandate and responsibility.
7. To someone who is always calm, always supporting in every second of time, who is always be there in any necessity condition, thanks to my future Imam.
8. Thanks to Nurul Hasanah and Mahabatul QoribatarRisqo' who have been facing the proposal time and toward the proposal and thesis time. Hopefully, with the distress that would be our good path.



## **MOTTO**

**The Key To Success Is "Having A Program, Not Delaying Time, Having A  
Schedule".**

**Kh. Ahmad hisyam Syafa'at, S.Sos. I**

The Caregiver of Pondok Pesantren Darussalam Blokagung Banyuwangi

**"It is not the Turmoil, Sadness, Doubt, Confusion that Befalls a Believer or  
Even a Thorn, Even if God Will Abort his Sins.**

**" (Bukhari and Muslim's History hadith)"**

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her “skripsi” after long effort of writing, Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa’at , Lc., M.E.I. The Rector of Islamic Institut of Darussalam .
2. Dr. Siti Aimah, S.Pd. I., M.Si. Dean of Faculty of Education and Teacher Training.
3. Adib Ahmada, M.Pd. Head of Undergraduate program in english education department.
4. Adib Ahmada , M. Pd. as my advisor who has given me sincere advise and available guidance during the preparation and completion this thesis.
5. All family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi ,22<sup>nd</sup> july 2020

The Writer

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of study, research problem, purpose of the problem, limitation of the research, the benefit of research study, and definition of the key term.

### 1.1 Background of Study

English is one of international language in the world. And In English, speaking is one of four basic skills such as: writing skill, listening skill. Reading skill, and speaking skill. which is focused on the conversation or communication in using the language. Language is a means to communicate among many people in the society English is always used in an international conference or meeting. So the English is so important in all sectors of our lives (akmal shafa 2019:1). Even though English is a language that is very important and must be mastered by the community and bot view age, especially for people who are looking for work, they already have people or even languages that are in the form of various work activities (Zamzami, 2014: 10).

Speaking as one aspect of productive language skills, the ability to change the form of thoughts or feelings into sound forms in assessing one's speaking ability there are at least six things that must be considered, namely :

#### 1. Pronunciation

2. Grammatical
3. Vocabularies
4. Conversation Content
5. Understanding

To give score for students how the quality of them need assessment that n here following a rubric of assessment in speaking skills (Hanik, 2011). The assessment of speaking can be seen in appendix 1.

Many Indonesian students, even though they study English at university, they cannot speak English well because some English teachers focus on teaching the grammar (Lutfhia Hanum 2018:1). In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Wong & Nunan, 2011). In all these abilities are all very important, do not rule out the possibility to learn all, but every human being will only master one ability between writing, speaking, listening, and reading. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Wong & Nunan, 2011). According to (Harmer, 2007) and (Pourhosein Gilakjani, 2016), human communication is a complex process. Persons need communication when they want to say something and transmit information.

From the obtained evidence by the researcher there were some result that the members had the lower score, from 10 members basic class of English Course As Salam there were 10 members that had a value below the average, the obtained result was gotten from the result of oral interview with the members. Obtained result of interview test can be concluded that there were some members who is still difficult in speaking skill. The score of students speaking skill in preliminary study can be seen in appendix 2.

The problem when the researcher was teaching in the class apply the method to increase member's speaking there were some problems that are not done yet, as like: *first*, they thought English is difficult. That thought influence the intention of the members so much, so if the members had that thought it will be so difficult to increase their speaking skill. *Second*, the lack of the vocabularies that they studied will make them difficult in making conversation and will make them confident. From the reasons above can be concluded that the first problem can be resolved by using an interesting method and the second problem will make the members memorized easier and multiplied the vocabularies by using an interesting method, the point is by using an interesting method of using pronunciation video media we hope it is the solution to increase the speaking skill and to multiply the vocabularies of the members.

(Shafa Akmal, 2019:2) from her thesis that the title "*the use of audio-visual media in speaking ability of English speaking club*

*students at STMIK royal kisaran*". In this study there are some similarities found in research belonging to (Shafa Akmal, 2019), the similarity that exists is Shafa Akmal Media Video is able to make students more active by interacting with fellow speaking club members. They also feel happy and not bored because all this time they only get the theory of studying in the regular class. This media is able to improve students' speaking skills in their own words so that they are gradually able to communicate in English.

The similarity in the application of Akmal Shafa and researcher is to use video media to apply the quality of students' speaking skill, the results of the research are to make the students more active and enjoy with the teaching. While the results that is applied in this research are similar to the results of the Akmal Shafa, the students feel more comfortable and active in learning. The material provided in the form of video is very good because the English conversation is very easy and the conversation is not difficult to understand by looking at the videos. The research of Akmal Shafa uses media video in the form of conversation, because it is very easy to increase the result of speaking sill, to the researcher herself using video media in the form of vocabulary and pronunciation that is applied to the result of student speaking skill.

Unchana Klentien and Weeranan Kamnungwut (2015: 582) *"the impact of Using Electronic Media in English Teaching For Elementary and Secondary Students in Thailand"*. This study has

similarities with the research of (Unchana and Weeranan Kamnungwut, 2015), namely using electronic media to implement English language learning. While the difference is in different locations, the research of Unchana and Weeranan Kamnungwut takes place at Elementary School Students in Thailand.

(Novita lestari, 2019: 917) "*improving the speaking by vlog (video vlog) as learning media*". This research has several similarities with the research of (Novita Lestari, 2019), namely a). Apply speaking in learning activities b). Use video media such as (video blogs) to enhance student learning. Based on the results and discussion above, it can be concluded that the use of video blog as the learning media to help students' in improving speaking skill is effective because its usage has many advantages compared to its disadvantages, as for the existing challenges, it could be anticipated and solved by each student. Furthermore, video blog can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of culture.

The difference in this study with the property of sustainable nature is that the media used are video vlog that are different from the types of videos applied in this study. In this study, researcher uses video media that explains about the vocabulary and also explains about a good and correct way to read.

(Cynantia Rachmijati, Anita Anggraeni and Dewi Listia Apriliyanti, 2019: 154). *"implementation of blended learning through youtube media to improve students speaking skill"*. This study has several similarities with the research of PebyYurdean and Fauzia Rozami Syafei'i, namely Use speaking skills to improve student quality. Using YouTube videos to student learning methods. The difference is that this research is a house in the As Salam chair and the research belongs to peby yurdean and fauziar zamisyafei'i at junior high school.

Based on the background above, the researcher conduct a research under the title *"implementing Video media to improve students' speaking skills at As Salam course Blokagung Banyuwangi in academic year 2019/ 2020"*. In this research, the researcher chooses The English Course As Salam because there are some problems that are not done yet like the difficulty of members in applying speaking skills due to lack of vocabularies they do and the difficulty of vocabulary memorizing because of boring method. Therefore the researcher chooses The English Course As Salam to solve that problems.

## **1.2 Research Problem**

Based on the background above the researcher state the research problem that is: How can video media improve student's

speaking skill at As Salam Dormitory Course in academic year 2019/2020

### **1.3 The Research Objective**

The purpose of the research to produce instructional strategy using video media to improve the students' speaking skill at As Salam Dormitory Course

### **1.4 Limitation Of the Resarch**

1. The subject of this research is the member of English course As Salam Basic A in Academic year 2019/2020.
2. The material pronunciation and vocabulary learned is speaking that use video media to implementing speaking skill.
3. This research is located in As Salam Dormitory Course.
4. Speaking in this reseacrh focused on pronunciation, vocabulary, and fluency.

### **1.5 The Significance Of the Research**

In general this research is useful for:

1. Teacher

This research is expect to able to relieve teachers in dealing with the problems they have faced.

2. Students

Learning by using this video effects students, because students feel motivated by the information contained in the video.

### 3. Next Researcher

This research can be a reference for the next researcher, so that the next researcher can apply this method by using different Research Design.

## 1.6 Definition Of the Key Terms

### 1.6.1 Implementation

According to wahyu (Mulyadi, 2015:50), implementation study is a study to find out the implementation process, the main purpose of the implementation itself is to provide a feedback to implementers policy and also to find out is the implementation process in accordance with the plans or money standards that are applied, furthermore, to find out the obstacles and problems that arrives in the implementation process.

### 1.6.2 Video media

Video media used in this Research is about vocabulary and how to pronunciation it. About pronunciation that is applying to students, this video helps prove the wrong pronunciation of students. Existence of this pronunciation video makes students know how to read correctly, and students are able to apply this pronunciation by memorizing it.



### **1.6.3 Speaking Skill**

Speaking skill in this research focused on three things, that is vocabulary, pronunciation, and fluency.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature. It covers four major sections: Implementation, Media, Video, Speaking skill.

#### 2.1 Implementation

Implementation According to Jones theory (Mulyadi, 2015:45): *“Those Activities directed toward putting a program into effect”* (the process of realizing the program to show results), while According to Horn and Meter: *“Those actions by public and private individual (or group) that are achievement or objectives set forth in prior policy”* (Actions taken by the goverment). So implementation is an action taken after a policy is established, implementation is a way for a policy to achieve its objectives.

Grindle (Mulyadi 2015:47), states that implementation is a general process of administrative action that can be examined at a pratical program level”. While Horn (Tahir, 2014:55), “Defines implementation as actions taken by both inviduals/ officials or groups of goverment or private that are directed at achieving the objectives outlined in the policy ”.

Ekawati (Taufik dan Israil, 2013:136) stated, “that the definition of implementation explicitly inlcudes actions by private and public groups that are directly on achieving a set of objectives in a predetermined policy decision”.

## 2.2 Media

The word media comes from the latin language that is *medius* which means middle, intermediary. The word media, is a form of introduction. Plural from the word "*medium*", which etymologically means an intermediary or introduction to the (D pradita 2011: 6). In the large dictionary of knowledge (dalam Dagun 2006: 634) the media is the intermediary between two parties, or means of communication such as newspapers, magazines, radio, television, films, posters, and banners.

Media in the narrow sense means the material components and tool components in the learning system where as in the broad sense is the media means the maximum utilization of all system components and learning resources above to achieve a certain goal M miftah (2013: 97).

Learning media is anything that can be used to channel the sender's message to the recipient so that it can stimulate the thoughts, feelings, attention, and interests of students T tafonao (2018: 103).

From some of the opinions above, it can be concluded that the media is a tool used to attract students' interest in learning and with media students will find it easier to apply learning that is difficult for these students. With the media, students will not feel difficulties because there are media that stimulate their minds in learning and improve students' abilities.

Hamalik (1986) quoted by Azhar Arsyad (2010: 15), state that *“the use of instructional media in the teaching and learning process can arouse new desires and interests arousing motivation to bring psychological influences on students”*.

Levie & Lentsz (1982) quoted by Hujair AH. Sanaky (2009: 15), and stimulation of learning activities), stated “Three functions of learning media especially visual medicine, namely: Attention function, effective function, cognitive function. Visual media attention function is the core, namely interesting and directing the attention of the students to concentrate on the subject is related to the visual meaning that is displayed or accompanying the text of the subject matter. Often at the beginning of the lesson students’ perserts are not interested in the material”.

Which is to attract and direct the attention of students to concentrate on the content of the lessons relating to the visual meaning that is displayed accompanying the text of subject matter. While the purpose of cognitive function is visual media seen from research findings which reveal that visual symbols or images facilitate the achievement of goals understanding and remembering information or messages contained in images. Understanding compensatory function is learning media seen from research findings that visual media provide context to understand text helps students who are weak in reading to organize information in the text and recall it.

### 2.3 Video

Video education can present information, explain the process, explain complicated concepts, teach skills that are, shorten or extend time, and effect attitude. (Z nimah 2013: 17). According Dwyer, video is capable of channeling messages or information into the human soul through the eyes and ears and is able to make people generally remember 50% of what they see and hear from program shows. Messages conveyed through video media can influence strong emotions and can also achieve quick results that are not possessed by other media.

Video is digital media that shows the arrangement or sequence of images and gives illusions, image. (Munir 2012: 290). Beside video media is one the audio-visual media, where this media combines from several human senses, students not only listen to what is explained by the teacher but also see the facts of what is shown by the teacher in the media (Sokhibul Anshor 2015: 4), in (Azhar 1997 : 10) states that approximately 90% to obtain the results of one's learning through the listener's sense, 5% obtained through the sense of hearing, and 5% again with other senses.

From the narration above the video is a tool or picture that can be applied to provoke students' memory to make learning stronger, with that most videos of learning methods that remember to become a success will be done in the classroom.

Some of the benefits video media that can only help development of increased learning interest member learning, the benefits of video in learning according (Andi Prastowo 2012 : 302), such as:

1. Give unexpected experiences to students.
2. Show real something that was initially impossible to see.
3. Analyze changes in a certain time period.
4. Give experiences for students to feel a certain situation.
5. Present a case study presentation about life that can trigger student discussion.

The method of applying video media makes students more interested in learning that feels boring, because the methods applied before are not attractive to students. Therefore, this method will make students more interested in learning being taught.

## **2.4 Speaking Skill**

Speaking is very important skill in our lives. People speak in order to communicate with the others. It is also one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with the others to achieve certain goals or to express their opinions, interactions, hopes, and viewpoints. (Luthfia Hanum 2018: 18).

Speaking skill one of the basic language skills that has important role rather than the other skills due to its significant and its use for communication. So that, the researcher will explain about the nature of speaking itself in order that gives the obvious information about what speaking is. (Nining Hidayanti 2015: 7)

Speaking is the important tools in human daily life, how the people interaction to each other. According to (Hornby 1995: 826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the researcher infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. (Rezeki Ikramudin 2017: 8).

Speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts According to Chaney (1998:13). In addition, Valette (1983:120) also states that at functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.

## **CHAPTER III**

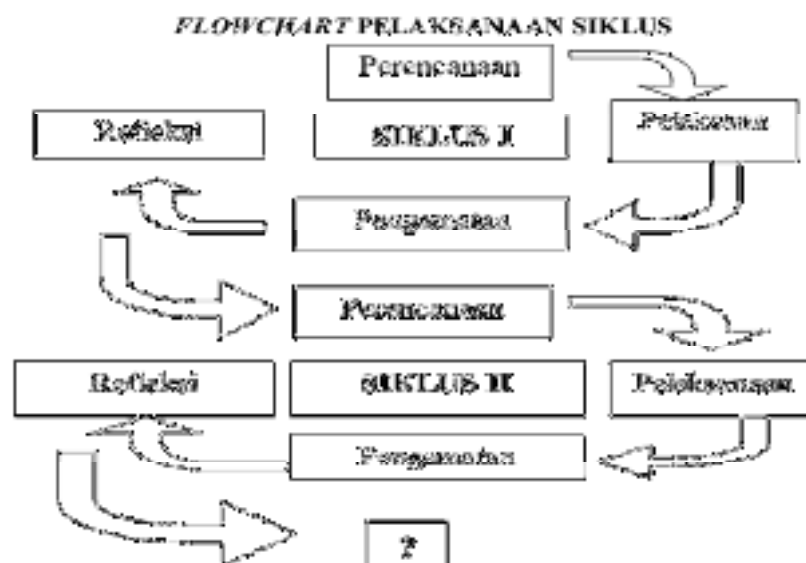
### **RESEARCH METHOD**

This chapter discusses the description of the method employed in the study. It cover Research design, Setting and research Subject, and Research Procedures that consist of preliminary study, planning, implementing, observing, and reflecting.

#### **3.1 Research Design**

This research uses Classroom Action Research because researcher acts directly in research, starting from the beginning to the end of the action. According to Suharsimi in (Dila Canrawati, 2013: 32) that CAR is a combined exposure to the definition of the three words "Classroom, Action, and Research". Observing the object in an activity can also be called research, using certain methodological rules to obtain data or information to improve the quality of various fields and be useful for researchers or people associated with this research. And this research use the procedure based on Kemmis and Mc Taggart model. And it is explained by the picture 3.1:





**Picture 3.1 Kemmis and Mc Taggart model**

Before using the methods from kemmis and Mc Taggart, first identifying the problems faced by members, then researchers use the action research model from Kemmis McTagart. In the implementation, this class action researcher uses Kurt Lewin's model which states that in one cycle consists of four main steps, namely: (1) planning, (2) action / implementation (3) observation (4) reflection. Overall, the four stages in the CAR form the CAR cycle described in spiral form, Action research is generally carried out collaboratively between the researcher and the subject being examined through research procedures.

There are four steps in conducting Classroom Action Research, those are: (1) *Planning*, researchers and teachers formulate a plan of action together in this stage the researchers determines the point or focus on those that need special attention to be observation instrument to help researchers get the

results that occur during the study. preparations in this study are in the form of media videos that have ready, there are several videos that are preparing to applied to students. With that students are able to learn and remember the video vocab that has taught. Make a learning plan that will be implemented, See the vocab video that will applied to students, by evaluating the vocab video that will taught to students. Give direction or ways so that students are able to memorize easily. Repeat vocab that has been taught. (2) *Action*, the researcher applying this method to make student have a good quality. With this the researcher tried to apply video media to improve students' speaking (3) *Observing*, Researchers note little by little what happens in order to obtain accurate data for improvement of the next cycle. (4) *Reflecting*, is done when the teacher has finished taking action, then confronts the researcher to discuss the implementation of the action plan in the next cycle.

### **3.2 Research Subject and Research Setting**

#### **3.2.1 Research Subject**

According to Sugiyono (2017: 80), the definition of subject is as follows: "is a generalization area consisting of; objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn".

The subject of this research is English Course As Salam. The population of basic A which consists of 10 members. List of English classes in the chair of As Salam Course seen in appendix 2.

The subject of this research study are members of the basic A located in the As Salam dormitory. With the total 10 members, The researcher took the basic class to study because the basic class is the lowest class with relatively low student ability, therefore the improvement in grades must start from the basic class. The problem in basic class are:

1. Members are less interested in English because English is difficulty language.
2. Member are not accustomed to speaking activities due to lack of vocabulary
3. Member feel bored with the vocab method provided.
4. Lack of guidance or specific guidance from the language section or tutors. Sama di background

### **3.2.2 Place**

The ECA (English Course As Salam) which is located in the Darussalam boarding school Blokaging Banyuwangi, one of the dormitories which has a special foreign language. So members are able to speak properly and correctly. And the most important point is that they are familiar with English languages, they will have no difficulty speaking and will be more confident to speak English languages with friends, boarding houses and in public. Therefore this research is very important for the problems that have been encountered in this ECA course, by creating a cadre of members who

speaks fluently and there are no obstacles in the field of speaking skills.

### 3.2.3 Times

The researcher do preliminary study at 30<sup>th</sup> february – Reflecting at 10<sup>th</sup> july.

**Table 3.2.4 Research Schedule**

No	Activity	February	March	April	May	June	July
1	Preliminary study						
2	Planning						
3	Implementing						
4	Observation						
5	Reflecting						

## 3.3 Research Procedure

### 3.3.1 Preliminary Study

This research is planned in one cycle. In its implementation, each cycle will follow the stages in class action research namely planning, implementing or action, observation, and reflection. Here the researcher found several problems in the class that until now has not been able to solve the problem, with this video method will be applied to help the problem encountered.

The test was conducting by interviewing students before the method to carried out by the researcher, the purpose of this interview was to find out the results of speaking students so that researchers were able to know how much influence the method would be applied

later, with the test the researcher was able to give solution method to used in developing students who speak easily memorize vocabulary. Therefore, this pre-test had been conducted with the results before applying the video media method and the results of the interview results from the implementation the video method.

Based on observations made by researchers on June 25, 2020, the scores obtained by students who have not met the criteria for success in this method will be form in table the Result of The Students' Score In Preliminary Study can be seen in appendix 2.

Based on table 3.3.1 above it can be seen that the students who reaches the criteria of success ( $\geq 70$ ) are 2 students (20%), while the students who are not reaches the criteria of success 8 student (80%). So the result of this Pre-Test assessment is very far from success criteria.

The procedure of conducting classroom action research in the first cycle is as follows:

### **3.3.2 Planning**

#### **3.3.2.1 Preparing Instructional Material**

The materials used in this research are: *first*, about pronunciation, where the pronunciation is applying in class every day. with this pronunciation students are able to learn it easily, and remember what has learned. *Second*, about vocabulary which is used in daily activity, the reason why the researcher used it is in order to the students can apply it in speaking skill simply. the material of this

research can be seen in appendix 3. <https://youtu.be/EH8QxyeRkfE>.

The picture can be seen in appendix 4.

### **3.3.2.2 Preparing Instructional Media**

Media used in this study is vocabulary videos that will be given to students, with interesting video methods to make students interested and easy to memorize vocabulary. In this research there are some medias which is used by the researcher, not only a video but also a board which is used to write the vocabulary in the video so the students can know how to write it easily. The sound of the video which is given to the students is the correct pronunciation video so the students can imitate and listen it properly.

### **3.3.2.3 Preparing Instructional Strategy**

The following are the steps for teaching using media video, including the following :

#### **a. Preliminary Activities**

In the preliminary activity begins with the researcher holding apperception activities on the material. Researchers say hello, ask students how they are doing, then prepare prayers before learning led by teacher, then the researcher conveys the material and learning objectives to students.

#### **b. Core Activities**

The implementation of this activity is as follows:

- 1) The researcher asks students to view and listen to the video by opening the student manual.

- 2) After listening, students are asked to follow one by one the words in the video.
- 3) Then students are asked to memorize one by one and repeat what they have has taught to students.
- 4) Next the researcher evaluates students one by one to determine how well they memorize the vocabularies taught.
- 5) Then the researcher tells all students to repeat the vocabulary, to remember the vocabulary that has taught
- 6) The students should practice speaking english in class.

c. Closing Activities

The closing learning activities are as follows:

- 1) The researcher gives an assessment in the form to practice their speaking and memorized vocab.
- 2) Researchers provide motivation and direction as well as advice to students on matters on learning activities.
- 3) Researchers and students together close the material that has studied.
- 4) The researcher give the task to the students has to submitted for the next meeting.

### 3.3.2.4 Preparing Speaking Test

The researcher prepare the test by the following steps:

1. The student is asked to repeat some vocabularies which is given to them, the teacher gives some question about vocabularies which is given to the students.
  - a. What the meening of .....?
  - b. How to spelling.....?
  - c. .... the meening is ....? its true?
  - d. Please repeat all vocab 1-5.
2. The student is asked to practice the speaking about daily activity and the description of places, with that the teacher can evaluate how fluent the students are in applying the method given Cn be seen in appendix 5.

### 3.3.2.5 Preparing the Criteria of Succes

To reach the success stage of using this media video method, students must reach the average value that set by the researcher. That way the researcher gives a minimum value of 70. The provisions that must be achived in this research is the student can memorize the vocabulary that is given, the students can pronounce the pronunciation properly, the students are asked to face the practice program that is applied by the teacher to increase the quality of student speaking skill themselves.



### **3.3.3 Implementation**

The activity that was given in this step is: 1.) greeting and checking class. 2.) Student memorizing last vocab. 3.) teacher gives the vocab. 4.) the teacher gives video for listening to the student. 5.) students asked to follow the teacher. 6.) students should memorize the vocab one by one. 7.) the teacher asking students to repeat the vocab. 8.) the students practice speaking. 9.) teacher gives a motivation. 10.) teacher gives the conclusion of material and ask to the students about the difficulty of spelling vocab.

### **3.3.4 Observation**

Observations are made as long as the action lasts from start to finish. Observation aims to determine the advantages and disadvantages that occur during the action. Evaluation aims to determine student grades based on the assessment criteria guidelines.

### **3.3.5 Reflection**

Reflection is carried out by researchers and teachers to assess the success of speaking through the application of methods using video media. Researchers and teachers discuss to within the constraints and problems encountered understanding the process, action. Weakness and obstacles the implementation of the research will be discusses for a basis for the next cycle.

## **3.4 Technique of Data Collection**

Data collection is a method used by researchers to get the results of information about the research conducted. Data collection has the types of facts to collect in research. As in this opinion of

Suharsimi Arikunto (2010, p.76). Data collection is using by researchers to do research aims. The opinion expressed by Sugiyono (2011, p. 68) states that data collection is a method used to get information needed to do research aims.

To obtain true and accurate data in this study, the researcher used several methods including, those are:

### **3.4.1 Interview**

In general, what is meant by an interview is a way to collect information material that is carried out by conducting oral question and answer unilaterally, face to face, and with the direction and purpose that has been determined. Anassudjiono (2011: 82).

The researcher gathered all members of the English Course AsSalam, to conduct a test in the form of an interview. After the students have gathered, they will be asking questions related to their speaking skills, some values that are considered not meeting the target, there are 50% of students and above who have not met the requirements. then it will be divide again for classes to make the video media question in interview can seen in appendix 6.

In this interview the researcher was able to find out how much influence is given by video media to the students, therefore an interview is carried out to the students that is explained in chapter 4

### 3.4.2 Test

The test of this research is using a media such as laptop, with that the students can see the short video story that is in the laptop. After see it, the students describe the short video story one by one, therefore, the test with this way hopefully can be effective to increase the quality of student speaking.

The test is a measuring tool in the form of a series of questions that must be answered intentionally in a standardized situation and which is intended to measure the ability and learning outcomes of individuals or groups. The test in this study was used to measure students on Low Voltage Power Control subjects. Rulyharisandy (2015: 40). The test is basically collection of data through a number of questions about the material that has studied. The test has questions that are can measure the level of knowledge, and skills during the process learning. Kunandar (2009, p. 186) states that "The test is a number of questions asked to someone or a number of people to express the state or level of development of one or several psychological aspects in him".

The test in this study was carrying out during the learning process take place in class, the test itself includes a pretest that is a test given by the teacher early learning to decide the level of student understanding of the material which will conveyed by the teacher in learning, and post-test is a test teachers do to students at the end of learning with a goal know the level of student understanding of the

overall material that has been delivered by the teacher during the learning process. 93 Test Sheets used in this class action research use Worksheets (LK) or evaluation sheets that are creating with the aim so that students become more active in producing and constructing his knowledge.

### 3.5 Data Analysis Technique

Data analysis can be done in one research to draw the conclusions from all of the data that has been obtained. The analysis data is the observation of the teacher and student's activity, the result of an interview, field note result, and the result of the student's evaluation. Data is the result of teacher activity, result of an interview, and the field note result that is analyzed in the form of the description in the research conclusion. Data from the result of student evaluation and the result of the observation of the student evaluation is analyzed by numbers. The criteria of The English Course As Salam's student completeness is 9 students who are not complete yet. While The criteria of the classical learning completeness that is if there are 90% of students who achieved the completeness in the applying speaking skill. To analyze the completeness of student learning classically and student activity is used the following formula:

- a. Analysis of learning completeness classically is used the formula

Explanation :

$$NP = \frac{R}{SN} \times 100 \quad NP : \text{Skor of Presentation}$$

## CHAPTER IV

### RESEARCH FINDING

#### 4.1 Result of Research

Research of this class action implemented in the Basic A class of The English Course As Salam Blokagung Karangdoro, District Tegalsari, Regency Banyuwangi. Research of this class action implemented in 1 cycle to determine how to increase the quality of student's speaking skill.

##### 4.1.1 Description of Initial Study Phase

Obtained data from the observation with class teacher explains that there still some students who gets a value that has not met a success criteria or under the minimum the completeness criteria specified by The English Course As Salam that is 70. This observation is done in the initial phase before the application of video media on 27th of June 2020 the application of video media on 1st of July 2020. The learning activities are as follows:

a. Initial Activity

Initial activity is begun by prying together, then teacher gives questions in the form of greetings in the meeting initial activity then teacher attend every member name.

b) Core Activity

1) Teacher gives vocabulary.

2) Teacher gives vocabulary example that is given by showing video media.

- 3) Student is asked to follow the teacher
  - 4) Student has to memorize the vocabulary that is given
  - 5) Teacher asked student to repeat the vocabulary that is given
  - 6) Student is asked to practice in English speaking
- c) End Activity
- 1) In the end of learning teacher give some motivations.
  - 2) Teacher gives the conclusions of lesson and ask student to spell vocabularies.
  - 3) Teacher closes in the end of learning by prying and greeting.

## **4.2 Description of The Result of Research**

### **a. Cycle 1**

#### **1) Planning**

Planning of the implementation of classroom action research in cycle 1 refer to the result of pre-cycle observation that is done on implementing video media, from the result of initial observation, problems that is met are as follows :

- a) Students do not know English vocabularies.
- b) Students' lack response in the following taught previous method.
- c) The use of method is still focused on the teacher.

From the existing problems, so it is decided to do implementing video media to increase the quality of member's speaking skill.

#### **2) Implementation**

Implementation of cycle 1 application is done 6 meetings with 1 x 30 minutes each in one meeting. And it's done on 1st July – 7th July 2020.

### **3) Observation**

The observations made by researchers during the improvement of learning through classroom action research using video media obtained notes that in cycle 1 researcher has reached the determined target with the percentage of students who are deemed to have met the criteria for success.

### **4) Reflection**

The obtained result is most of students show an enhancement on the better student quality compared to observation that is done before applying video media.

## **4.3 The Result of interview and Data Analysis**

With this media video method the students respond well, based on the results of the interview from Basic A student it can be concluded as follows :

1. Students become more active and not bored.
2. Students memorize faster than the previous method.
3. Students become more enthusiastic to do speaking practice.
4. Little by little improvement is better than before.
5. In the fourth stage of meeting students are able to apply speaking skill in classroom.

6. The memorization memory of the students is getting stronger with the direct memorizing method using video media.

Poor response of the students responses to the existence of the video media method, include the following :

1. Students find it difficult in the early stage of applying video media method.
2. Students find it difficult to pronounce the pronunciation when they see it directly on the video.
3. There are some students who are lazy with this media video method.

Here the result of student test after being though by using video media, look at appendix 7.

Based on table above it can be seen that the students who reaches the criteria of success ( $\geq 70$ ) are 9 students (90%), while the students who are not reaches the criteria of success 1 student (10%). Based on the table above we can see there are students who have high or very low assessment criteria. Students who have high criteria are 9 students, while students who have medium criteria are 1 student, for students.

From the classical learning completeness results of 90%, the criteria for the level of student learning success in cycle 1 (post-test) are categorized as very high. This is in accordance



with the criteria for the level of student learning success set by ZainalAqib which can be seen in appendix 8.

Some of the findings faced by the researcher are as follows:

1. In initial application, students tend to have difficulty in the following learning that researcher have given to students.
2. After applying on the first day, researcher back to do the same way on the second day. There are some good responses from the students.
3. There are some students who tend to be lazy in paying attention to this video media method.
4. Constrained by some inadequate facilities in conducting this video media method, this method needs some facilities to help students in increase the quality of speaking skill of students.
5. There still are a few students who can master the method that is learned, therefore it takes time and accuracy in dealing with students who lack understanding in this learning method.

#### **4.4 Reflection**

Based on the Research finding, the students have reached the average value  $>70$  and the presentation of student has achieved 90%, therefore in the cycle 1 stage the students have been able to reach a success criteria by applying video media.

## CHAPTER V

### DISCUSSION

#### 5.1 Discussion Of The Research Finding

Students learning results Basic A at As Salam Course are still low before the application of video media learning method, namely from 10 students. Completed students numbered 2 people with a percentage 20%. Uncompleted students numbered 8 people with a percentage 80%.

From the researcher *Shafaakmal (2019)* “Media Video is able to make students more active by interacting with fellow speaking club members. They also feel happy and not bored because all this time they only get the theory of studying in the regular class”. From this researcher this researcher and the researcher from ShafaAkmal have same reason and score form their researcher, so that media video make a student more active. And this method is same also with ShafaAkmal research, because video media make develop to student in speaking skill.

The researcher from the *UnchanaKlention and WeerananKamnungwut (2015)* “variables correlated with high diligence score of the students were long time spent in learning English from the electronic media, an increase in the number of known vocabulary, and an increase in the number of studied sentences, while the variables correlated with high proficiency score

of the students were an increase in the number of known vocabulary. The results of the researcher is different, because in this research the students really higher points from the lessons, and higher level of English learning.

Student responses after using the video media learning model that is students are able to memorize quickly what they have learned in the class, students begin to actively memorize and apply them in the class. Video media method is able to create the good quality in students, with that it is considered successful in solving the student's problems.

From the findings obtained and comparison with previous research theories the method of applying video media effectively improves the quality of student activity in memorizing and following learning, a good response from students, improve the quality of student's speaking. Therefore this research has the same results with the success and completeness of the problems faced with previous research.

## CHAPTER VI

### CONCLUSION AND SUGGESTION

#### 6.1 Conclusion

The following are the conclusions:

1. Student learning result Basic A at As Salam Course with the application of a media video learning model *post test (cycle 1)* from 10 students, completed students numbered 9 people with a percentage 90% and uncompleted student numbered 1 person. This shows that student learning result are increasing and included in the very high category, so it is clear that in cycle 1 student learning result have reached the criteria of success.
2. This video media method can help teachers to solve the problems that have occurred so far and have not been solved, it is therefore hoped that this method can help the smooth teaching of teachers to students to achieve good grades and good quality for students.
3. The educational institution felt helped by the existence of a video media method to improve quality for students, with this method also in order to be able to compete with other institution well without any lack of confidence for reason inadequate student quality.

## 6.2 Suggestion

Based on the result of research, researcher provides several suggestion, those are:

1. For Students

It is hoped that with this method students can be more active and able to develop students' abilities in the field of speaking skill, by using this method hopefully can help students to facilitate them in the field of students.

2. For Teacher / Tutor

It is expected in implementing the teaching and learning can apply various types of models so it can make students motivated, not to be bored and more active in the learning process so that the students become developed.

3. For The Institution

It is expected that the institution will be able to provide the good facilities to support the success of student learning result and to facilitate the teachers in applying the other learning video media method.

4. For The Next Researcher

For other researcher who wants to do the same research it is recommended to conduct this research with different subjects and schools. In order to obtain broader and useful research results as information material for education.

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## Appendix 1

## 1.1 Rubric of assessment in speaking skills (Hanik, 2011).

<b>RUBRIC OF ASSESSMENT IN SPEAKING SKILLS</b>			
	ASPECT	SCORE	INFORMATION
	Pronunciation	5	▪ Easy to be understood and has a native speaker accent.
		4	▪ Easy to be understood even with certain access.
		3	▪ There are pronunciation problems that make the listeners have to concentrate more and sometimes there are misunderstandings.
		2	▪ Difficult to be understood because there are pronunciation problems that is often asked to repeat.
		1	▪ The pronunciation problem is serious so it cannot be understood.

<b>RUBRIC OF ASSESSMENT IN SPEAKING SKILLS</b>			
	ASPECT	SCORE	INFORMATION
	Grammatical	5	▪ No or few grammatical errors.
		4	▪ Sometimes makes grammatical mistakes but it doesn't effect the meaning.
		3	▪ Often makes grammatical mistakes that hinder meaning and often rearrange sentences.
		2	▪ Many grammatical mistakes that hinder meaning and often rearrange sentences.
		1	▪ Grammatical errors are so severe that they are difficult to be understood.

<b>RUBRIC OF ASSESSMENT IN SPEAKING SKILLS</b>			
	ASPCT	SCORE	INFORMATION
	Vocabularies	5	▪ Using vocabularies and expressions like native speakers.



		4	▪ Sometimes using incorrect vocabularies.
		3	▪ Frequently using inappropriate vocabularies conversations become limited because of limited vocabularies.
		2	▪ Using vocabularies incorrectly and vocabularies are limited so it is difficult to be understood.
		1	▪ Vocabularies are so limited so the conversations are impossible.

<b>RUBRIC OF ASSESSMENT IN SPEAKING SKILLS</b>			
	ASPECT	SCORE	INFORMATION
	Fluency	5	▪ Fluent like a native speaker.
		4	▪ Fluency seems disturbed by language problems.
		3	▪ Fluency is somewhat disturbed by language problems.
		2	▪ Often hesitating and stalled due to language limitations.
		1	▪ Talking intermittently and stalled so that conversation is impossible.

<b>RUBRIC OF ASSESSMENT IN SPEAKING SKILLS</b>			
	ASPECT	SCORE	INFORMATION
	Understanding	5	▪ Understand all without experiencing difficulties.
		4	▪ Understand almost everything even though there are repetitions in certain section.
		3	▪ Understand most of what is said when speaking is somewhat slowed even though there are repetitions.
		2	▪ It is difficult to repeat what is said.
		1	▪ Cannot understand even with a simple conversation.

Informations for:

1. Fluency      50 : if there is hesitation  
  
60 : fluent, but there still hesitation  
  
70 : fluent  
  
80 : very fluently
  
2. Accuracy    50 : all of speeches cannot be understood  
  
60 : some of utterances cannot be understood  
  
70 : most of speeches cannot be understood  
  
80 : all of speeches can be understood
  
3. Pronunciation      50 : almost all of speeches are incorrect  
  
60 : some of speeches are correct  
  
70 : most of speeches are correct  
  
80 : all of speeches are correct
  
4. Intonation    50:all of the intonation / rhythm are incorrect  
  
60 : some of the intonation / rhythm are correct  
  
70 : most of the intonation / rhythm are correct  
  
80 : all of the intonation / rhythm, phrases are correct

## Appendix 2

Table 3.3.1 List of Score Member

No	Name	Class	Score			Average Speaking Value
			Vocab	Pronoun	Fluency	
1	Eka	Basic A	50	45	30	41,7
2	Sasa	Basic A	40	40	35	40
3	Latif	Basic A	70	75	75	73
4	Putri	Basic A	50	45	45	46,7
5	Zahfa	Basic A	80	70	70	73
6	Seftin	Basic A	54	47	40	47
7	Mila	Basic A	67	43	43	51
8	Echa	Basic A	56	43	43	47,3
9	Vina	Basic A	35	24	21	26,7
10	Selo	Basic A	60	54	52	55,3
Lowest Value			26,7			
Highest Value			73			
Completed Student			2 (20%)			
Uncompleted Student			8 (80%)			

### Appendix 3

#### 1. Meeting 1

In first meeting, students should have 5 vocab that give with the researcher five vocab was given to the studets, those are:

##### Lesson plan 1

- a. Decide : memutuskan
- b. Try : mencoba
- c. Call : memanggil
- d. Mention : menyebut
- e. Insult : menghina

##### Lesson plan 2

- a. Withdraw : menarik
- b. End : mengakhiri
- c. Blame : menyalahkan
- d. Add : menambahkan
- e. Keep : menjaga

##### Lesson plan 3

- a. Forget : lupa
- b. Remember: mengingatkan
- c. Cut : memotong
- d. Share : berbagi
- e. Divide : membagi

##### Lesson plan 4

- a. Join : bergabung

- b. Agree : menyetujui
- c. Accompany: menemani
- d. Avoid : menghindari
- e. See : melihat

#### Lesson plan 5

- a. Cry : menangis
- b. Leave : meninggalkan
- c. Admit : mengakui
- d. Affect : mempengaruhi
- e. Allow : mengizinkan

#### Lesson plan 6

- a. Answer : menjawab
- b. Attack : menyerang
- c. Build : membangun
- d. Care : peduli
- e. Clean : membersihkan

## Appendix 4

 Language Center

51

**Have**

\_\_\_\_\_

**hæv**

\_\_\_\_\_

**Mempunyai**

 Language Center

30

**Clean**

\_\_\_\_\_

**kli:n**

\_\_\_\_\_

**Membersihkan**

 Language Center

13

**Cut**

\_\_\_\_\_

**kʌt**

\_\_\_\_\_

**Memotong**

## Appendix 5

### a. About daily activity

In the morning i got up at 03.30 a.m, after that i was taking a ritual ablution and pray tahajjud. With waiting subuh i reading holy Qur'an until 04.30 a.m, after that i pray subuh together with all of my friends and then i reading al- Waqiah at 05.00 a.m. After that i study Qiro'ati until at 06.15 a.m. Then after did all of activity i toke a bath, breakfast, playing with my friends until at 08.00 a.m my teacher come to study together. After school in dorm, i went to sleep in my bad. After that i got up at 01.00 p.m and then praying dzuhur together, and then takror at 01.30 p.m- 02.30 p.m. after that i toke a bath and then i praying ashar until 16.30 p.m then i memorizing diniyah. Next i praying magrib and sorogan after that dinner, then i praying isya' and went to diniyah at 08.00 p.m- 10.00 p.m. and then i was sleeping at the night.

### b. Kuta Beach

Kuta is one of beach that really beautiful beach and there are many foreigner that go to there just wanna refresh their brain and to holiday, not only foreigner but also visitor from indonesia is also there is to holiday there. In every place we will find many shop about everything that you need, there are cafe, dress shop, shoose shop, etc.

If you wanna go there and wanna look for some facilities in kuta so many hotel, motel, villa, etc about homestay there. So it very easy and not difficult to get hotel or place to sleep because kuta is so crowded place in Bali. Be the main tourism place in bali, because all of there is modern and follow foreigner style.



**Appendix 6****The question of instrument**

1. What your opininon about implementing this video vocab?
2. How about the quality of students?
3. What the difficulty of this video?

## Appendix 7

Table 4.1.2 The Observation Cycle 1

No	Name	Class	Score			Average Speaking Value
			Vocab	Pronoun	Fluency	
1	Eka	Basic A	70	75	65	70
2	Sasa	Basic A	85	70	60	71,7
3	Latif	Basic A	90	75	70	78,3
4	Putri	Basic A	80	70	70	73,3
5	Zahfa	Basic A	90	80	80	83,3
6	Seftin	Basic A	70	75	70	71,7
7	Mila	Basic A	70	70	70	70
8	Echa	Basic A	70	85	70	75
9	Vina	Basic A	55	45	45	48,3
10	Selo	Basic A	80	70	70	73,3
Lowest Value			48,3			
Highest Value			83,3			
Completed Student			9 (90%)			
Uncompleted Student			1 (10%)			

**Appendix 8****Table 3****Criteria The Level Student Learning In %**

Level of success (%)	Category
>70%	High
41-69%	Medium
10-40%	Low
<10%	Very low

**Appendix 9****LESSON PLAN 1**

School : English Course of As Salam

Subejet : English

Class : Basic A

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : First Meeting

A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

B. Basic Competence

Speaking with her friends and can remembering every vocab that was givig by teacher, can explain about daily activity.

C. Learning Method

1. Listening Vocab
2. Practice

D. Teaching and Learning Process

No	Activities	Time
1.	Opening a. Greeting	5 Minutes

	b. Checking the class	
2	<p>Main Activities</p> <p>a. Teacher gives the vocab.</p> <p>b. The teacher gives video for listening to the student.</p> <p>c. Students asked to follow the teacher.</p> <p>d. Students should memorize the vocab one by one.</p> <p>e. The teacher asking students to repeat the vocab.</p> <p>f. The students practice speaking.</p>	25 Minutes
3	<p>Closing</p> <p>g. Teacher give motivation.</p> <p>h. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</p> <p>i. Greeting</p>	5 Minutes

#### E. Material

2. Vocab
3. Pronunciation
4. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 01<sup>st</sup> July 2020

Acknowledged by,

Head master of As Salam English Course

Researcher

Afifatun Nikmah

Dian Zahro' Rosyidah

## LESSON PLAN 2

School : English Course of As Salam

Subejct : English

Class : Basic A

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Second Meeting

### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

### B. Basic Competence

Speaking with her friends and can remembering every vocab that was givig by teacher, can explain about daily activity.

### C. Learning Method

1. Listening Vocab

2. Practice

### D. Teaching and Learning Process

No	Activities	Time
1.	Opening a. Greeting b. Checking the class	3 Minutes

2	<p>Main Activities</p> <ul style="list-style-type: none"> <li>c. Students memorize last vocab</li> <li>d. Teacher gives the vocab.</li> <li>e. The teacher gives video for listening to the student.</li> <li>f. Students asked to follow the teacher.</li> <li>g. Students should memorize the vocab one by one.</li> <li>h. The teacher asking students to repeat the vocab.</li> <li>i. The students practice speaking.</li> </ul>	25 Minutes
3	<p>Closing</p> <ul style="list-style-type: none"> <li>j. Teacher gives a motivation.</li> <li>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</li> <li>l. Greeting</li> </ul>	7 Minutes

#### E. Material

1. Vocab
2. Pronunciation
3. Speaking



F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 02<sup>nd</sup> July 2020

Acknowledged by,

Head master of As Salam English Course

Researcher

Afifatun Nikmah

Dian Zahro' Rosyidah

### LESSON PLAN 3

School : English Course of As Salam

Subejct : English

Class : Basic A

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Third Meeting

#### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

#### B. Basic Competence

Speaking with her friends and can remembering every vocab that was givig by teacher, can explain about daily activity.

#### C. Learning Method

1. Listening Vocab

2. Practice

#### D. Teaching and Learning Process

No	Activities	Time
1.	Opening a. Greeting b. Checking the class	3Minutes

2	<p>Main Activities</p> <ul style="list-style-type: none"> <li>c. Student memorizing last vocab.</li> <li>d. Teacher gives the vocab.</li> <li>e. The teacher gives video for listening to the student.</li> <li>f. Students asked to follow the teacher.</li> <li>g. Students should memorize the vocab one by one.</li> <li>h. The teacher asking students to repeat the vocab.</li> <li>i. The students practice speaking.</li> </ul>	25 Minutes
3	<p>Closing</p> <ul style="list-style-type: none"> <li>j. Teacher gives a motivation.</li> <li>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</li> <li>l. Greeting</li> </ul>	7 Minutes

#### E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 04<sup>th</sup> July 2020

Acknowledged by,

Head master of As Salam English Course

Researcher

Afifatun Nikmah

Dian Zahro' Rosyidah

### LESSON PLAN 4

School : English Course of As Salam

Subejct : English

Class : Basic A

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Fourth Meeting

#### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

#### B. Basic Competence

Speaking with her friends and can remembering every vocab that was givig by teacher, can explain about daily activity.

#### C. Learning Method

1. Listening Vocab

2. Practice

#### D. Teaching and Learning Process

No	Activities	Time
1.	Opening a. Greeting b. Checking the class	3 Minutes

2	<p>Main Activities</p> <ul style="list-style-type: none"> <li>c. Student memorizing last vocab.</li> <li>d. Teacher gives the vocab.</li> <li>e. The teacher gives video for listening to the student.</li> <li>f. Students asked to follow the teacher.</li> <li>g. Students should memorize the vocab one by one.</li> <li>h. The teacher asking students to repeat the vocab.</li> <li>i. The students practice speaking.</li> </ul>	25 Minutes
3	<p>Closing</p> <ul style="list-style-type: none"> <li>j. Teacher gives a motivation.</li> <li>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</li> <li>l. Greeting</li> </ul>	7 Minutes

#### E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 05<sup>th</sup> July 2020

Acknowledged by,

Head master of As Salam English Course

Researcher

Afifatun Nikmah

Dian Zahro' Rosyidah

### LESSON PLAN 5

School : English Course of As Salam

Subejct : English

Class : Basic A

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Fifth Meeting

#### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

#### B. Basic Competence

Speaking with her friends and can remembering every vocab that was given by teacher, can explain about daily activity.

#### C. Learning Method

1. Listening Vocab

2. Practice

#### D. Teaching and Learning Process

No	Activities	Time
1.	Opening a. Greeting b. Checking the class	3Minutes



2	<p>Main Activities</p> <ul style="list-style-type: none"> <li>c. Student memorizing last vocab.</li> <li>d. Teacher gives the vocab.</li> <li>e. The teacher gives video for listening to the student.</li> <li>f. Students asked to follow the teacher.</li> <li>g. Students should memorize the vocab one by one.</li> <li>h. The teacher asking students to repeat the vocab.</li> <li>i. The students practice speaking.</li> </ul>	25 Minutes
3	<p>Closing</p> <ul style="list-style-type: none"> <li>j. Teacher gives a motivation.</li> <li>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</li> <li>l. Greeting</li> </ul>	7 Minutes

#### E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 06<sup>th</sup> July 2020

Acknowledged by,

Head master of As Salam English Course

Researcher

Afifatun Nikmah

Dian Zahro' Rosyidah

## LESSON PLAN 6

School : English Course of As Salam

Subejct : English

Class : Basic A

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Sixth Meeting

### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

### B. Basic Competence

Speaking with her friends and can remembering every vocab that was given by teacher, can explain about daily activity.

### C. Learning Method

1. Listening Vocab

2. Practice

### D. Teaching and Learning Process

No	Activities	Time
1.	Opening a. Greeting b. Checking the class	3 Minutes

2	<p>Main Activities</p> <p>c. Student memorizing last vocab.</p> <p>d. Teacher gives the vocab.</p> <p>e. The teacher gives video for listening to the student.</p> <p>f. Students asked to follow the teacher.</p> <p>g. Students should memorize the vocab one by one.</p> <p>h. The teacher asking students to repeat the vocab.</p> <p>i. The students practice speaking.</p>	25 Minutes
3	<p>Closing</p> <p>j. Teacher gives a motivation.</p> <p>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</p> <p>l. Greeting</p>	7 Minutes

#### E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 07<sup>th</sup> July 2020

Acknowledged by,

Head master of As Salam English Course

Researcher

Afifatun Nikmah

Dian Zahro' Rosyidah

## Appendix 6

### The test of speaking

The model that was conducted by researcher in pre-test has the following procedures:

- a. The students come forward one by one in front of the class.
- b. The students introduce themselves under the question by the researcher given.

What is your name?

Where are you from?

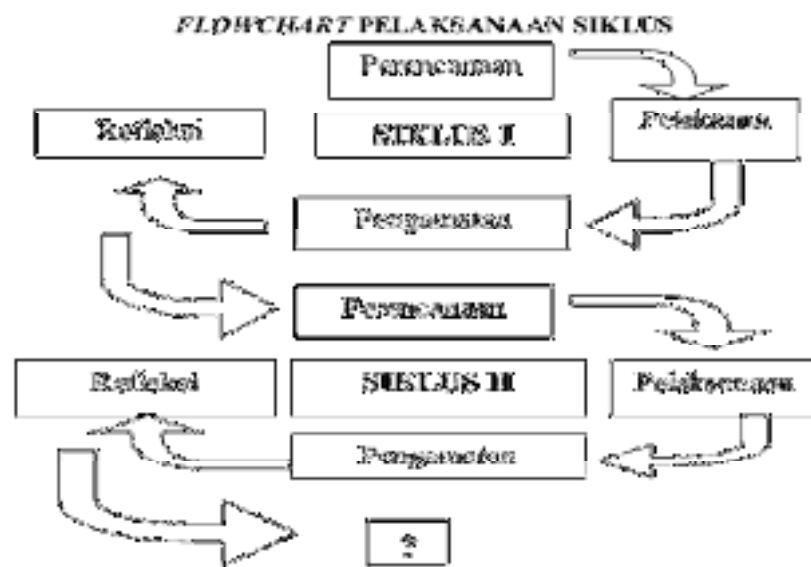
When was you born?

Where are you live?

- c. The last, the students explain their Daily Activity..
- d. The researcher gives a score to the students.

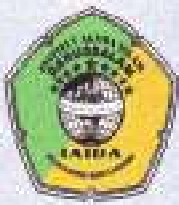


**Picture of Teaching Media Video**



**Picture 3.1 Kemmis and Mc Taggart model**





# INSTITUT AGAMA ISLAM DARUSSALAM IAIDA

FAKULTAS TARBİYAH DAN KEGURUAN  
TERAKREDITASI  
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Nomor : 31.5/035/IAIDA/C.3/VI/2020

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

**English Course As Salam**

Di - Tempat

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini Rektor Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **DIAN ZAHRO' ROSYIDAH**  
TTL : **Banyuwangi, 28 Juni 1997**  
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Dosen Pembimbing : **Adib Ahmada, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

*"Implementing Video Media to Improve Speaking Skill at English Course As Salam in Academic year 2019/2020"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Blokagung, 13 Juni 2020

Dekan

  
**Dr. Siti Aimah, S.Pd.L, M.Si.**  
NIPY. 3150801058001



# YAYASAN PENDIDIKAN ISLAM "AS-SALAM"

Blokagung Karangdoro Tegalsari Banyuwangi Jawa Timur

Alamat : Blokagung Karangdoro Tegalsari Banyuwangi Jawa Timur 68485 telp. (0333) 845972 Fax, HP 085231399944

## SURAT KETERANGAN Nomor: 31.1/06/ECA/II/2020

Yang bertanda tangan di bawah ini Ketua English Course of As Salam Darussalam Blokagung Tegalsari Banyuwangi menerangkan bahwa :

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Tempat, Tgl Lahir : Banyuwangi, 28 Juni 1997  
NIM : 16112210029  
Jurusan : Bahasa Inggris  
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Angkatan : 2016  
Alamat : Kedung Gebang, Tegaldlimo, Banyuwangi, Jawa Timur

Telah melakukan penelitian di As Salam English Course Darussalam Blokagung Tegalsari Banyuwangi untuk keperluan penyusunan skripsi dengan judul **"IMPLEMENTING VIDEO MEDIA TO IMPROVE SPEAKING SKILL AT AS SALAM ENGLISH COURSE IN ACADEMIC YEAR 2019/2020"**. Adapun waktu penelitian pada tanggal 01 s/d 07 Juli 2020.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Blokagung, 21 Juli 2020  
Ketua As salam English Course



NIM	16112210029	
NAMA	DIAN ZAHRO' ROSYIDAH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20192	
JUDUL	Implementing Video Media to Improve Speaking Skill at English Course As Salam in Academic year 20192020	

No	Periode	Tanggal Mulai	Tanggal Selesai	Isi/Isian Masalah	Simbangan
1	20192	26 Juli 2020	26 Juli 2020	Submit revisi bab 1-6	ACC ujian skripsi
2	20192	20 Juli 2020	20 Juli 2020	Submit bab 1-6	Revisi
3	20192	13 Juli 2020	13 Juli 2020	Konsultasi bab 4	Penjelasan
4	20192	05 Juli 2020	05 Juli 2020	Revisi pasca ujian proposal	Revisi
5	20192	08 Mei 2020	08 Mei 2020	Submit bab 1,2,3	Slap ujian proposal
6	20192	04 Mei 2020	04 Mei 2020	Submit bab 3	Revisi
7	20192	30 April 2020	30 April 2020	Revisi bab 1 dan bab 2	Revisi
8	20192	25 April 2020	25 April 2020	Revisi bab 1 dan submit bab 2	Revisi
9	20192	20 April 2020	20 April 2020	Revisi bab 1	Revisi
10	20192	13 April 2020	13 April 2020	Submit judul dan BAB 1	Revisi BAB 1



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CHAPTER I INTRODUCTION This chapter presents The Background Of Study, Research Problem, Purpose of the Problem, Limitation Of The Resarch, The Benefit of research study, and Definition of The Key Term. 1.1 BACKGROUND OF STUDY English is one of international language in the world. And In English, speaking is one of four basic skill such as: writing skill, listening skill. Reading skill, and speaking skill.

which is focused on the conversation or communication in using the language. Language is a means to communicate among many people in the society English is always used in an international conference or meeting. So the English is so important in all sectors of our lives (akmal shafa 2019:1).

In this globalization era, English is an important language and an important role for communication in many parts of the world. Many people use it as a means of international communication, in science, technology, art, and social relation. From a wide variety of Language there is one International Language that is used by the whole world to communicate, that is English, because English is an International Language that sometimes is used by one country to another.

Even though english is a language that is very important and must be mastered by the community and bot view age, especially for people who are looking for work, they already have people or even languages that are in the form of various work activities. Representation of a use itself by the community (Zamzami, 2014: 10). Many Indonesian students, even though they study English at university, they cannot speak English well because some English teachers focus on teaching the grammar (Lutfhia Hanum 2018:1). There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning.

## BIOGRAPHY



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4. SMA Darussalam (2012-2015).
5. IAIDA Blokagung Tadris English Department (Tbig) Class of (2016-2020).

This the author's educational history list is made with actual data and hopefully becomes clearer information.