

**WATCHING VIDEO TO IMPROVE SPEAKING ABILITY OF
SENIOR HIGH SCHOOL STUDENTS (A CASE STUDY OF SMA
PLUS AL-ASHRI GLOBAL MANDIRI)**



THESIS

*Submitted to the Faculty of Cultural Sciences of Hasanuddin University
in Partial Fulfillment of Requirements to obtain Sarjana Degree in
English Literature Study Program*

MUHAMMAD HAMKA D

F21116034

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR**

202

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences No: 529/UM4.3-VKEP/2019 regarding supervision, we hereby confirm to approve the thesis draft by Muhammad Hamka D (F21116034) to be examined at the English Literature Study Program, Faculty of Cultural Sciences.

Makassar, December, 12th 2020

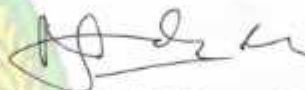
Approved by

First Supervisor,

Second Supervisor,



Dr. Abidin Pammu, M.A., Dipl. TESOL.
NIP 196012311986011071



Dra. Nadirah Mahaseng, M.Ed
NIP 195512241986012001

Approved for the Execution of Thesis Examination
by The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program



Dr. Abidin Pammu, M.A., Dipl. TESOL.
NIP 196012311986011071

THESIS

WATCHING VIDEO TO IMPROVE SPEAKING ABILITY OF SENIOR
HIGH SCHOOL STUDENTS (A CASE STUDY OF SMA PLUS AL-ASHRI
GLOMAL MANDIRI)

BY

MUHAMMAD HAMKA D

Student Number: F21116034

It has been examined before the Board of Thesis Examination on January 25th
2021 and is declared to have fulfilled the requirements.

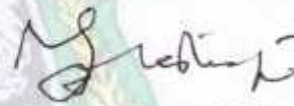
Approved by


Board of Supervisors

Chairman


Secretary


Dr. Abidin Pammu, M.A., Dipl.TESOL NIP. 19601231 198601 1 071


Dra. Nadira Mahaseng, M.Ed. NIP. 195512241986012001


Dean Faculty of Cultural Sciences
Hasmuddin University

Prof. Dr. Akim Duli, MA
NIP. 19640716 199103 1 010


Head of English Literature Study
Program

Dr. Abidin Pammu, M.A., Dipl.TESOL
NIP. 19601231 198601 1 071



**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES**

Today, Tuesday, January 25th, 2021, the Board of Thesis Examination has kindly approved a thesis by **MUHAMMAD HAMKA D** (Student Number: **F21116034**) entitled, **WATCHING VIDEO TO IMPROVE SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS (A CASE STUDY OF SMA PLUS AL-ASHRI GLOMAL MANDIRI)**, submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, January 25th, 2021

BOARD OF THESIS EXAMINATION

- | | | | | |
|----|------------------------------------|-------------------|--------|---|
| 1. | Dr. Abidin Pammu, M.A., Dipl.TESOL | Chairman | 1..... |  |
| 2. | Dra. Nadira Mahaseng, M.Ed. | Secretary | 2..... |  |
| 3. | Dr. Kamsinah, M.Hum. | First Examiner | 3..... |  |
| 4. | Drs. Husain Hasyim, M.Hum | Second Examiner | 4..... |  |
| 5. | Dr. Abidin Pammu, M.A., Dipl.TESOL | First Supervisor | 5..... |  |
| 6. | Dra. Nadira Mahaseng, M.Ed. | Second Supervisor | 6..... |  |

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

DECLARATION

The thesis by **MUHAMMAD HAMKA D** (Student Number: **F21116034**) entitled, **WATCHING VIDEO TO IMPROVE SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS (A CASE STUDY OF SMA PLUS AL-ASHRI GLOMAL MANDIRI)**, has been revised as advised during the examination on January 25th, 2021 and is approved by the Board of Undergraduate Thesis Examiners:

1. Dr. Kamsinah, M.Hum.

First Examiner

(..........)

2. Drs. Husain Hasyim, M.Hum

Second Examiner

(..........)

PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah ini:

Nama : Muhammad Hamka D

NIM : F211 16 034

Program Studi : Sastra Inggris

Jenjang : S1

Menyatakan dengan ini bahwa karya tulis saya berjudul

Watching Video to Improve Speaking Ability of Senior High School Students

(A Case Study of SMA Plus Al-Ashri Global Mandiri)

Adalah karya tulis saya sendiri dan bukan merupakan pengambilan alihan tulisan orang lain bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan skripsi ini hasil karya orang lain, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 25 Februari 2021

Yang Menyatakan

A 6000 Rupiah Indonesian postage stamp is placed over the signature. The stamp features the Garuda Pancasila emblem at the top, the text 'SERTERAI TEMPEL' (Postage Stamp), the serial number 'S4870AHFB4699431', the denomination '6000', and the text 'SATU BULAN' (One Month). The signature of Muhammad Hamka D is written in black ink over the stamp.

Muhammad Hamka D

ACKNOWLEDGEMENT

First and foremost, the writer would like to convey his thankfulness to the almighty god, the supreme creator of the universe, for the blessing given so that the writer was able to complete his study at Hasanuddin University. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution. This study would never have been completed without assistance and guidance of friends and lecturer. Therefore, the writer would like to express gratitude and sincere thankfulness to the following persons.

I would like to acknowledge my most important persons in my life to both of my parents who have always prayed for my success. I would like to thank them for their advices, spiritual guidance during my stay away from them.

I would like to reveal my very sincere gratitude to the first supervisor, Dr. Abidin Pammu, M.A. Dipl. TESOL FOR his feedback during supervision. Without his feedback and support as well as guidance the writer would probably not be able to complete this writing as scheduled. I also would like to convey my gratitude to the second supervisor, Dra. Nadirah Mahaseng, M.Ed for her suggestions to complete this research. And I would like to thanks to both supervisors for their times and valuable guidance.

I would like to thanks to my brothers and sisters who are given their prayers and supports to finish this thesis, for their countless sacrifices and endless efforts to motivate, help, encourage, advises during the study.

. I also would like to thanks some friends of mine for their supporting, especially my friends in UKM LDM al-Adab KMFIB-UH for their concern. I would

like to convey my special thanks to Extinction 2016 for friendship that enabled me to reach this final destination.

Makassar, January 24th, 2021

The Writer,

Muhammad Hamka D

ABSTRACT

MUHAMMAD HAMKA D (F21116034). *Watching Video to Improve Speaking Ability of Senior High School Students: A Case Study of SMA Plus Al-Ashri Global Mandiri* (Supervised by **Abidin Pammu** and **Nadirah Mahaseng**).

This research aimed (1) to find out whether or not watching video can improve the students' speaking ability, (2) to address the extent to which watching video improve students speaking ability. The research applied the experimental design. This research used quantitative-qualitative methods by conducting pre-test and post-test to find out the students abilities before and after treatment. And the samples comprised 30 first grade students of SMA Plus Al-Ashri Global Mandiri divided into two groups namely experimental group consisted 15 students of class X Muhammad Al-Faatih and control group consisted 15 students of class X Abdurrahman Bin Auf .

The data were collected by using two types of instruments: the speaking test and the questionnaires. The data on the students' speaking ability were analyzed using the descriptive statistics, and the data on the students' questionnaire toward Students' speaking ability by watching video were analyzed using Likert Scale.

The results of this study finds that (1) watching video in teaching speaking had improved the students' speaking ability; and that (2) the students' responses toward watching video in learning of speaking were positive. To create the condition of the class comfortable, attractive, fun, commincative, and interesting in improving the students speaking skill, watching video can be used as one of the best method

Keywords: Speaking, Watching Video, Case Study

ABSTRAK

MUHAMMAD HAMKA D (F21116034). Menonton Video dalam Meningkatkan Kemampuan Berbicara Siswa SMA: Studi Kasus pada SMA Plus Al-Ashri Global Mandiri (Dibimbing oleh Abidin Pammu dan Nadirah Mahaseng).

Penelitian ini bertujuan (1) untuk mengetahui apakah menonton video dapat meningkatkan kemampuan berbicara siswa atau tidak, (2) untuk mengetahui sejauh mana menonton video dapat meningkatkan kemampuan berbicara siswa. Desain dalam penelitian ini adalah eksperimental. Penelitian ini menggunakan gabungan metode kuantitatif-kualitatif dengan memberlakukan pre-test dan post-test untuk mengetahui kemampuan siswa sebelum dan sesudah perlakuan. Adapun sampel terdiri dari 30 siswa kelas satu SMA Plus Al-Ashri Global Mandiri yang terbagi menjadi dua grup yaitu grup eksperimen terdiri dari 15 siswa kelas X Muhammad Al-Faatih dan grup kontrol terdiri dari 15 siswa kelas X Abdurrahman Bin Auf.

Metode dalam pengumpulan data dilakukan dengan menggunakan dua jenis instrumen: tes berbicara dan kuesioner. Data yang diperoleh dari tes selanjutnya dianalisis menggunakan statistik deskriptif dan kuesioner siswa dianalisis menggunakan Skala Likert.

Hasil penelitian ini menunjukkan bahwa (1) menonton video dapat meningkatkan kemampuan berbicara siswa; dan (2) siswa memberikan respon yang positif terhadap pembelajaran skil berbicara dengan menonton video . Untuk menciptakan suasana kelas yang nyaman, menarik, menyenangkan, komunikatif, dan menarik dalam meningkatkan keterampilan berbicara siswa, menonton video menjadi salah satu metode terbaik yang bisa diterapkan.

Kata Kunci: Berbicara, Menonton Video, Studi Kasus

TABLE OF CONTENTS

COVER	
APPROVAL FORM	i
LEGITIMATION SHEET	ii
AGREEMENT SHEET	iii
DECLARATION	iv
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	x
CHAPTER I: INTRUCTION.....	1
1.1. Background of study.....	1
1.2. Identification of problems	3
1.3. Scope of Problem.....	4
1.4. Research Questions.....	4
1.5. Objectives of the Study.....	4
1.6. Significance of the Research.....	5
CHAPTER II: LITERATURE REVIEW	6
2.1 Previous Study.....	6
2.2 Theoretical review	7
2.2.1 Concept of Speaking.....	7
a. Definition of Speaking.....	7
b. Components of Speaking.....	7
c. Function of Speaking.....	9
d. Teaching of English Speaking.....	10
e. Principles of Designing speaking method.....	10

f. Assessments of Speaking.....	12
2.2.2.Using Video in Learning Process.....	14
a. Definition of Video.....	14
b. Benefit using video for learning.....	15
c. Teaching Speaking with video.....	16
CHAPTER III: METHODOLOGY.....	19
3.1. Research Design.....	19
3.2. Participants	19
a. population.....	19
b. samples	19
3.3. Instruments	19
3.4. Method of Collecting Data	20
3.5. Method of analyzing data	21
CHAPTER IV: RESEARCH FINDING	24
4.1 Data Description.....	24
4.2 Presentation and analyzing data	24
4.2.1 The Students’ Speaking Ability Before and After the Treatment	25
4.2.2 The analysis of students perception	39
4.3 Discussion	44
CHAPTER V: CONCLUSION AND SUGGESTION	47
5.1 Conclusion	47
5.1 Suggestion	47
REFERENCES	49
APPENDICES	

CHAPTER I

INTRODUCTION

This chapter contains background of study, identifications of problems, scope of problems, research questions, objectives of the study, and significance of the research.

1.1 Background of study

The role of foreign languages which are increasingly popular can not be separated from daily life. Nowadays people consider that learn a foreign language is very important to support their educational progress and career. In addition, mastering foreign language skills also helps us in expanding our relation.

There are many foreign languages taught by teachers in schools, such as English, Arabic, Mandarin, German, and other languages. However, among several language, English becomes the most popular foreign language taught to students from various levels of education, especially in Indonesia. This is because some schools require students to use English in the process of learning and teaching activities.

To learn a new language so that it can be easily mastered of course, it is emphasized to master the four main skills, consists of speaking, listening, reading, and writing. All of these skills must be combined well to achieve master a language. Among the four skills, speaking ability is the most important skill that supports the skills of someone in communication. As stated by Richards and Renandya (2002: 201), the use of speaking consist of many different objects and each object involves different skills. Therefore, the speaking ability for foreign language becomes part that needs more concentration.

Speaking is referring to how to convey ideas to people directly through interaction. A person's fluency in speaking greatly affects whether the message is well received or not to someone. People who are able to speak well then the information

delivered can be easily received by others. Conversely, speaking skills that are less fluent make it difficult for people to receive messages that are conveyed so that they sometimes lead to mistaken interpretations. According to Brown (2001: 270) there are difficult things, they cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Before conducting the research, the researcher first observes several students to find out their speaking skills. From the results of these observations, the researcher found that among the four language components, skill speaking is a difficult thing for students to practice in the classroom. They say that speaking skill is the most difficult thing because in speaking directly it is very difficult to convey ideas in a way that is easily understood by listeners. Besides, when speaking we cannot erase or correct what we have said before, so it sometimes causes misinterpretations of listeners that cause misunderstanding. Unlike the case with reading and listening, that is only required to receive information from the text or from anyone who speaks without fear of making mistakes. Or writing skills where we can still correct the ideas conveyed by deleting them so that they can minimize the errors that occur. In addition, the researchers also found the factors that caused the lack of their speaking such as low motivation to study, low confidence, or psychological conditions, and access that supports learning is limited because it does not have Laboratory of Language.

The researcher has considered all those thing and tries to create the condition of the class comfortable, attractive, fun, communicative, interesting, and finally improve their speaking skill. In fact, the use of various media to support the teaching and learning process of speaking are important. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful learning. Videos

can also give positive effects on the students' interest and motivation in studying English well.

This research was carried on by Kim (2015). The objective of the research was Using Authentic Videos to Improve EFL Students' Listening Comprehension. The participants of this research were 86 students. In the result indicates that in the intermediate and advanced proficiency groups, the students' listening skills increased significantly after learning with videos.

Another research by The next research is from Coffey (2014). The objective of the research was Using Video to Develop Skills in Reflection in Teacher Education Students. In her research, there are 95 students being participants. The result, students indicated that the use of video, in conjunction with written feedback from teachers, had enhanced their capacity to reflect on their teaching skills.

From the findings above, it is clear that using video contributes significantly in improving students' English competence. In this research, the researcher will also apply of watching video to improve students' speaking ability.

The difference between this current research and the previously mentioned research is the independent variable namely improving speaking ability. Therefore, the researcher is interested to conduct action research to improve the speaking ability of the first year students at SMA Plus AL-Ashri Global Mandiri by watching video.

1.2 Identification of problems

According to the explanation above and based on writer personal observation, the writer investigates the problems that can be identified as follows:

1. Several students are still difficult to practice speaking in the classroom.

2. The students find the difficulties to convey ideas in a way that is easily understood by listeners when speaking directly.
3. Misunderstanding and misinterpretations of listeners when the students delivering messages is often because the incorrigible speech.
4. The factors such as low motivation, low confidence, or psychological conditions, and limited learning support access are the reasons for the lack of speaking competence of the students

1.3 Scope of problems

There are many factors related to the students' speaking skill. It is imposible to explore those all the related factors at the same time. In regard to the background and identification of problems, this study will concern on improving students speaking ability by watching video of the first year students of SMA Plus AL-Ashri Global Mandiri. Video is also used to stimulate the students' motivation in speaking English. To get the scores of the students, the researcher will focus on their vocabulary, pronunciation, and Grammar.

1.4 Research questions

Based on the background and problem of the research above, the statement of the problem of the research can be formulated as the following questions:

1. How does watching video improve the students' speaking ability ?
2. To what extent does students' speaking ability improve by watching video ?

1.5 Objectives of the Study

This research examines about:

1. To explain how watching video improve students' speaking ability.
2. To address the extent to which watching video improve students speaking ability.

1.6 Significance of the research

The significances of this research are divided into two types. Those are theoretical and practical. Following is the description:

1. Theoretical significance

The result of this study may give valuable information and enrich the knowledge about teaching method in improving students' speaking skill by watching video.

2. Practical significance

This research is expected to give a contribution to the English teachers to improve teaching English speaking with using video. Besides, this study is also expected to raise motivation of students in learning English, especially in speaking context. And for Other researchers, this research is intended that the findings and discussion in this research can be use as a reference in the relevant types of studies.

CHAPTER II

LITERATURE REVIEW

This chapter presented previous studies and theoretical review.

2. 1 Previous Studies

In order to improve the understanding about this research, the writer presents three studies that relevant with the object. The first research had been done by Kim (2015). The objective of the research was Using Authentic Videos to Improve EFL Students' Listening Comprehension. The participants of this research were 86 students. In the result indicates that in the intermediate and advanced proficiency groups, the students' listening skills increased significantly after learning with videos.

The next research is from Coffey (2014). The objective of the research was Using Video to Develop Skills in Reflection in Teacher Education Students. In her research, there are 95 students being participants. The result, students indicated that the use of video, in conjunction with written feedback from teachers, had enhanced their capacity to reflect on their teaching skills.

Finally, research had been done by Muhammat Jawat (2016). The objective of the research was Teaching Listening Comprehension by Using Video to Tenth Grade Students at SMK PGRI 1 Palembang. The participants of this research were 71 students. The researcher found that in the result indicated that t-obtained (5.382) was higher than critical value of t-table (1.999) and P output (0.00) was lower than level significance 0.05. Therefore, the use of video is effective to improve students' listening comprehension.

Based on the researchers above, there is significant effect of implementation video as a media to increase students' English skill in some aspects. Therefore, the researcher tries to improve students' speaking ability by watching video.

2.2 Theoretical review

Theoretical review contains concept of speaking and using video in learning process.

2.2.1 Concept of Speaking

In concept of speaking, it is divided into six parts, they are definition of speaking, components of speaking, function of speaking, teaching of English speaking, principles of designing speaking method, and assessments of speaking.

a. Definition of speaking

Speaking is a process of transferring information or someone's expression about something in communication context. Speaking is a way to deliver an idea in words form that contains feeling, perception, condition, or mind of people with others, so there is an interaction between two people or more.

In speaking context, there are some definition that come from some experts, according to Brown (2004), defined speaking as a productive skill that can be observed directly and empirically, all the observations by the accuracy are invariably colored and making a test-taker listening ability become effective, which necessarily compromises thereliability and accuratively of an direct production test. While in oxford advanced learners dictionary, speaking is defined as the interactive and requires the competent to co-operation in the management and understandable articulation to create sound by using speech organ.

b. Component of speaking

Components of speaking has been classified by Harmer (1991) into six skill, they are:

1. Vocabulary

It is impossible to speak with lack of vocabulary. So, this constituent is playing important role to learn when practicing speaking. Some problems faced by students sometimes in memorizing all vocabulary that they have known because they practice in English rarely. Actually, they have to use the vocabulary in speaking with their friends continuously to keep in their mind.

2. Pronunciation

Pronunciation is the manner of pronouncing something articulate utterance. Certainly all of us realize that pronouncing is one of speaking components that have been relation with vowel and consonant, stress and intonation. It can be learned by imitating and repeating. Therefore, pronunciation of a English teacher should be good enough so the students can imitate he/she in learning-teaching process.

3. Grammar

Grammar is the study of language which deals with the forms and the structure of words (phonology) and with the customary arrangements in phrases and sentences.

4. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy. Therefore, fluency is highly complex relation relate mainly to smoothness of continuity in discourse.

5. Comprehensibility

It is an ability to understand, know or get the speakers' point to other partner.

6. Self-Confidence

Confidence is as important aspects to learn speaking skill. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question.

c. Function of speaking

Function of speaking according to burns (1997) then developed by Richards who explored three part version of speaking function:

1. Talk as interaction

This refers to conversation and describes interaction which serves primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and establish a comfortable area of interaction with others.

2. Talk as transaction

These types of talk refers to situation where the focus is what is said or done. Quoted from Jones (1996: 14) described the mean of transaction,

....talk is associated with others activities.

For example, students may be engage in hand-on activities (e.g. in a science lesson) to explores concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3. Talk as Performance

The next types of talk which can usefully be distinguished have been called talk as performance. This refers which to public talk, that is talk

which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performances tend to be in the form of monolog rather than dialog, often follows a recognizable formal and is closer to written language than conversational language.

d. Teaching of English Speaking

In learning of speaking activities a second of foreign language teaching it's also necessary to recognize the very different purpose for which students need speaking ability. Teachers can also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak (J. Walberg: 2004).

According to Nunan (2003), speaking productive oral skill. In fact, speaking-especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language.

e. Principles of designing speaking method

Regarding the speaking method, Brown (2001: 275) outlines some principles for designing speaking techniques as follows:

1. Using method that covering learner needs, from language based focus on accuracy to message-based focus on interactions, meaning, and theory.

That is concern on how to make understandable activities without throwing away learner needs. For example, make any drilling as meaningful as possible.

2. Giving motivation of ourselves

A good teacher should make students feeling comfortable with him/her when teach in the class, so the learners easy to respond the lesson or motivate the students to be more active and work hard in the class. The teacher should help students to see how the activity will benefit them.

3. Encourage the use of authentic language in meaningful context.

An interaction of students and learners must be meaningful because it is important to encourage the students' willingness to speak in the target language.

4. Provide appropriate feedback and correction.

Since most EFL students are totally dependent on the teacher for useful linguistic feedback. The teacher should give correct feedback that is appropriately for the moment,

5. Give students opportunities to initiate oral communication

The teacher must give the students a lot of opportunities to practice English in the class as long as the learning-teaching proses. When design and use speaking techniques, teacher should have allowed students to initiate language.

Simply, these principles are intended to design appropriate techniques to teach speaking. The teacher should consider the aspect of teaching speaking to improve students' confidence and give them a lot of opportunities to communicate in English. This principles concern on how to make meaningful activities without throwing away learner needs.

f. Assessments of Speaking

As a complex skill, speaking requires the simultaneous use of different ability which often develops at different rates. Speaking context is generally recognized in analysis of speech processes that are pronunciation, grammar, vocabulary, fluency, and comprehension. Especially in this research, only three aspects that will be applied namely: pronunciation, grammar, and vocabulary.

The band score of oral proficiency scoring categories in speaking competent will be showed in the tables below:

Table 1
(Oral proficiency scoring categories Grammar)

Score	Proficiency Description
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good, able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

Source: Brown. 2004. *Language Assessment Principles and classroom practice*. New York: pearson Education, Inc.

Table 2

(Oral proficiency scoring categories vocabulary)

Score	Proficiency Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educate native speakers in its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Source: Brown. 2004. *Language Assessment Principles and classroom practice*. New York: pearson Education, Inc.

Table 3

(Oral proficiency scoring categories pronunciation)

Score	Proficiency Description
1	Errors in pronunciation are frequent but can be understood by a

	native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

Source: Brown. 2004. *Language Assessment Principles and classroom practice*. New York: pearson Education, Inc.

2.2.2 Using video in learning Proses

The benefit of video is not only for entertain but also as media in learning proses.

a. Definition of video

Video is as an electronic media in modern technology. There are several perceptions when talking the definition of video. According to Allan (1989), video is a machine which can be connected to the television set to TV programs as they are broadcast. Besides, videos are the display of recorded pictures on television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video.

Nowadays, students should be able to learn a new language autodidact in everywhere. With video, students have an opportunity to increase their knowledge and skill whenever either inside or outside the classroom by watching video. Smaldini, Lowther, and Russell (2007: 310) said that many teachers use video to introduce a topic, to present content, to provide remediation, and to

promote enrichment, video can be used in all instructional environments with classes, small groups, and individual students.

In video, audio and visual are combined; therefore it can help us so much to learn many things including speaking. Which audio that we can hear the sound from it, and visual is a component that produces a picture or animation. Video is a media that can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision.

b. Benefit of using video for learning

Stempleski and Tomalin (1990: 3), explain that there are some benefits of watching video for learning process:

1. Giving motivation.

Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium. Using a video sequence in class is the next best thing to experiencing the sequence in real-life.

2. Helping for communication

Teachers have observed how video sequence used in class makes students more ready to communicate in the target language. Other activities depend on the richness of content in TV programmes, feature films, commercials, etc, and give students the opportunity to conduct opinion polls and consumer surveys in class.

3. Cross-cultural comparison.

Observing differences in cultural behavior is not only suitable training for operating successfully in an alien community,

Furthermore, Brewster et al (2002:204) concludes some benefits of using video for young learners into four aspects as follows:

1. Psychological aspects

Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning.

2. Linguistic aspect

Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

3. Cognitive aspect

Video can improve the students' curiosity and provide up-to-date information. It enables students to maximize their abilities to infer from context. Moreover, video can develop students' motor skill, information and research skills, and communication skills as well as independent learning.

4. Cultural aspects

From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

c. Teaching Speaking with video

Harmer (2007:287) proposes two 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 situations. They explore the range of options for use with both “off-air” and language learning videos.

1. General comprehension

The activity 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 details. In this activity, students have to try and give as much 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 teachers read out questions and the students have to write the answer. After that, compare with other pairs whether they all agree. They watch the video again to check the answer.

2. Working with aspect of language

This activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual groups to focus on language is to get hold of English language videos which subtitles in students’ language. The teacher can start by viewing the video without sounds and discussing the subtitles in general.

3. Video as springboard to creativity

How video clips help to start the students’ creativity showed in the activity of this Section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it.

Then they do any language work which may be appropriate. Teacher asks students to watch the clip again but they have to imagine how the scene would be different. This activity helps the students understand more about

language being used and direct them to insights about language and behavior in general.

Cambell and Dickinson in Wanci (2014: 94) said that teachers need to incorporate a variety of strategies so that they reach and successful with more students than they have been in the past. It means that teachers in teaching and learning process should apply variety of strategies, methods, or learning style to create the enjoyable or comfortable setting in learning.