

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The aim of this chapter is to find out and present the research findings and discussions which are intended to answer the statements of the problem. There are two subheadings in this chapter: research finding, which includes data presentation and data analysis, and discussion.

A. Research Finding

The researcher used quasi-experimental design which involved two groups as the subject of the study. The groups were the experimental and control group. The classes which were the subjects of this study were XI A 2, as the control group, and XI A 3, as the experimental group. The students of both of groups had almost the same ability in learning English. Each of group consisted of 30 students as the sample of this study. The researcher gave pretest and posttest for both experimental and control group. The topic of the pretest and the posttest was about folktales. The task was they were asked to retell and act as the characters on the story of the folktales that they had chosen. The topic was still related to the standard of competence set by the government for the speaking skill of the eleventh grade senior high school students.

In this study, the researcher was the implementer who used the media and analyzed the data collected from the observation list and checklist and the result

of the students' score of pretest and posttest from both experimental and control group. The process of teaching speaking focused on telling stories specifically in the form of narrative. Afterward, the scoring process was conducted by the researcher and accompanied by the teacher, as the observer during teaching and learning process.

This study was conducted by the researcher to find out how the teacher uses video record in teaching and learning English, how video record improves students' speaking skill and whether students who are taught through video record have better speaking skill than those who are not taught through video record. The data was collected from the observation and the students' pretest and posttest score. The pretest was conducted first to the experimental and control group. The result of the pretest provides information about both of groups' ability in speaking. And the posttest was administered then to both of groups after the experimental group got the treatments and the control group taught through conventional teaching. The analytical scoring adapted from H. Douglas Brown is used to score the students' speaking skill. The components on the scoring which are used in this test are grammar, vocabulary, comprehension, fluency, and pronunciation.

1. Data Presentation

The researcher has done the research and collected the data to answer the statements of the problem. The data are presented as follows:

a. Using Video Record in Teaching Speaking

1) Data from the observation

The data for the first statement of the problem was gained through the observation checklist. The researcher was the implementer of teaching speaking using video record. While the teacher, as the observer, observed during teaching and learning process. The observation was done during the treatments were given to the experimental group. The date of giving the treatments to the experimental group could be seen on the table of schedule (*see chapter III*). The aim is to know how video record is implemented in teaching and learning English.

The researcher used four components to observe during teaching process. The components include organization, presentation, interaction, and content knowledge and relevance.¹ Each of components contains several questions related to the teaching process. The observer gave tick on yes or no column based on her observation. And then she explained more on the note column. Afterward the data which was collected was analyzed by the researcher.

There were some stages in teaching speaking using video record in the classroom. The stages were introduction, warming up, core activity, and closing. The steps of the stages are presented as follows:

¹Jack C. Richards, Thomas S. C. Farrell. 2011. *Practice Teaching: A Reflective Approach*. Cambridge press. P.91.

a) Introduction

In the introduction, the researcher, as the teacher, greeted the students. Afterward, the researcher asked the students about their condition. Before beginning the lesson, the students usually pray together. However, they didn't do it because it was not the first lesson of that day. So, after greeting the students, the researcher checked the students' attendance list. The students were not called one by one in order to check their attendance list, but the researcher only asked who was absent on that meeting. So, the time allocation could be used efficiently.

b) Warming up

In this stage, the researcher elaborated about narrative text. The researcher explained briefly because their teacher had explained more in the previous meeting. The students were elicited to memorize the previous explanation from the teacher about narrative text. And then the researcher explained and gave examples related to the topic of the lesson on that day.

c) Core activity

In the core activity, the researcher used video record in teaching speaking. Before the students were asked to create their own video record, the researcher explained what video record is, what it is for,

and how to create students' video record. After the students understood what was explained related to the video record, they were asked to find their mate to help creating the video record. On the lesson plan, it was written that the students were divided into some small group. But, the researcher asked them to create the video record in pairs in order to help them recording when they were retelling the story. The topics were about Indonesian and Western folktales. The students were free to choose one of the Indonesian folktales that they knew. After that the students started to create the video record by recording when they were retelling the story using their camera on their phone cellular, handycam, or digital camera. The students took turn in creating the video record in order to help their partner. After all students had finished creating their video records, they collected them to the researcher. Afterward, the researcher showed some of the students' videos and discussed which part of their speaking skill should be improved. So that the students understood which part should be improved from their speaking skill.

d) Closing

Before closing the lesson, the researcher summarized what they had learned in the class. The researcher gave comments to the video record that they had created. The researcher also asked whether the

students had questions related to the lesson on that day. To make sure that the students understood about what they had learned on that day, the researcher asked some students to give conclusion. And the lesson was ended.

According to the observer, the organization of the lesson was good. The activities could attract the students and stimulate them to speak. Even there were some students who got difficulties in creating their video record, but they could solve it with the help from their partner. However, the implementer did not explain more about narrative text and show the explanation and the examples through the LCD like what had been written on the lesson plan, because the teacher had explained it in the previous meeting.

2) Activities during treatments

a) 1st Treatment

The 1st treatment was held on Wednesday, July 31st 2013. The process of first treatment is presented as follows:

- (1) Open the lesson
- (2) Elaborate what narrative is and show the examples of narrative
- (3) Explain and present a video record of storytelling to the students before they are asked to create video record

- (4) Divide students into some groups
- (5) Prepare the tools which are needed to create the video record
- (6) Create the students' video record
- (7) Collect the students' video record
- (8) View the students' video record in front of the class
- (9) Evaluate and discuss their video record to find which part should be improved
- (10) Give the conclusion of what have been learned
- (11) Close the lesson

b) 2nd Treatment

The 2nd treatment was held on Wednesday, August 28th 2013. The steps of teaching speaking at the second treatment are as follows:

- (1) Open the lesson
- (2) Elicit the students and remind the previous meeting about the evaluation and discussion of the students' video records
- (3) Gather in their groups
- (4) Prepare the tools to create the video again
- (5) Create the video record
- (6) Collect the students' video record
- (7) View the students' video record

- (8) Evaluate and discuss their video record to find which part should be improved
- (9) Give the conclusion of what have been learned
- (10) Close the lesson

b. Students' Scores

The next data for the second and the third statement of the problem was collected by giving tests to the experimental and control group. The data from both of groups are presented below:

1) Experimental Group

In this study, the experimental group was the students of XI A-3. The researcher took 30 students as the sample of the experimental group. In the experimental group, the students were given treatments by teaching them using video record. The main data of the experimental group's scores were collected from pretest and posttest.

The data from pretest was aimed to measure the students' speaking skill before they got the treatments. The pretest of the experimental group was done on Saturday, July 27th 2013. In pretest, students were asked to retell the story that they had chosen before. The topic was Indonesian folktales. So, the students were free to choose one of the Indonesian folktales. The whole scoring of the students' speaking skill was adapted from H. Douglas Brown. There were five

categories with five levels to score the students' speaking skill. The whole of the students' pretest score are presented as follows:

Table 4.1
Students of the Experimental Group's Pretest Score

Student	Pretest					Score
	G	V	C	F	P	
1	12	16	16	12	12	68
2	12	12	12	12	12	60
3	8	12	16	12	12	60
4	8	12	12	12	12	56
5	12	12	12	12	12	60
6	12	12	12	8	12	56
7	12	12	12	12	12	60
8	8	12	12	8	8	48
9	12	16	12	12	12	64
10	12	12	12	12	12	60
11	12	12	12	12	12	60
12	8	12	12	8	12	52
13	8	12	12	12	12	56
14	8	12	12	8	8	48
15	8	12	12	12	12	56
16	8	8	12	8	12	48
17	8	12	12	8	16	56
18	12	12	12	12	12	60
19	8	8	12	8	12	48
20	12	12	12	12	12	60
21	12	16	16	12	12	68
22	8	12	12	8	12	52
23	8	8	12	12	12	52
24	12	12	16	12	16	68
25	12	16	16	12	12	68
26	8	8	12	8	12	48
27	12	12	12	12	12	60
28	8	12	8	8	12	48
29	8	12	12	8	12	52

30	8	12	12	8	12	52
Σ	296	360	376	312	360	1704
\bar{X}	9.87	12.00	12.53	10.40	12.00	56.80

While, after the researcher gave treatments by teaching them using video record, the researcher conducted posttest to find out whether there was improvement of the students' speaking skill or not. The posttest was administered on Saturday, August 31st 2013. The students were also asked to retell a story, but the topic was Western folktales. So, the students were free to choose one of Western folktales. The result of the students' posttest score is presented as follows:

Table 4.2
Students of the Experimental Group's Posttest Score

Student	Posttest					Score
	G	V	C	F	P	
1	16	16	16	16	12	76
2	12	16	16	12	12	68
3	12	16	16	16	12	72
4	12	16	12	12	12	64
5	12	16	16	16	12	72
6	12	16	12	16	12	68
7	12	16	16	12	12	68
8	12	12	12	12	12	60
9	16	16	16	12	12	72
10	12	16	16	16	16	76
11	12	16	16	12	16	72
12	16	16	16	12	16	76
13	12	16	12	16	12	68
14	12	16	16	12	12	68
15	12	16	12	12	12	64

16	8	12	12	12	12	56
17	16	16	16	12	16	76
18	16	16	16	16	12	76
19	12	16	16	12	16	72
20	12	12	16	12	12	64
21	16	16	16	16	12	76
22	8	12	12	12	12	56
23	12	16	12	16	12	68
24	12	16	16	16	16	76
25	16	16	16	16	12	76
26	12	16	12	12	12	64
27	12	16	16	12	16	72
28	12	16	12	12	16	68
29	12	16	12	12	12	64
30	16	16	16	12	16	76
Σ	384	464	436	404	396	2084
\bar{X}	12.80	15.47	14.53	13.47	13.20	69.47

2) Control Group

The members of control group were the students of XI A-2. The students consisted of 30 students as the sample. In the control group, the students were not taught through video record. But, the students were taught through conventional teaching which is usually done by the teacher. The main data of the control group's scores were collected from pretest and posttest.

The pretest was aimed to know the students' speaking skill at the control group. The pretest of the control group was administered on Saturday, July 27th 2013. The students were asked to retell a story based on the topic. The topic was about Indonesian folktales. The

scoring which was used was adapted from H. Douglas Brown. There were five categories with five levels. The result of the students' pretest score is presented as follows:

Table 4.3
Students of the Control Group's Pretest Score

Students	Pretest					Score
	G	V	C	F	P	
1	12	12	12	12	12	60
2	8	12	12	8	12	52
3	16	12	12	12	16	68
4	8	12	12	8	12	52
5	8	12	12	8	12	52
6	12	16	12	16	16	72
7	8	12	12	8	12	52
8	12	12	12	8	12	56
9	8	12	12	12	12	56
10	12	12	12	12	12	60
11	12	12	12	12	12	60
12	8	12	12	8	12	52
13	12	16	12	16	12	68
14	8	12	12	12	12	56
15	8	8	12	8	8	44
16	12	12	12	8	12	56
17	8	12	12	8	12	52
18	8	12	12	12	12	56
19	8	12	12	12	12	56
20	8	12	12	12	12	56
21	8	12	12	12	12	56
22	12	12	12	12	12	60
23	12	12	12	12	16	64
24	12	12	12	12	16	64
25	12	12	16	16	12	68
26	8	12	12	12	12	56
27	8	12	12	12	12	56
28	8	12	12	12	12	56

29	8	12	12	12	12	56
30	12	12	16	12	12	64
Σ	296	364	368	336	372	1736
\bar{X}	9.87	12.13	12.27	11.20	12.40	57.87

After the researcher taught the students using conventional teaching, the posttest was administered. It was aimed to be compared to the posttest score of the experimental group. The posttest was conducted on Thursday, September 5th 2013. The students were asked to retell a story based on the topic. The topic was about Western folktales. The whole students' posttest score is presented as follows:

Table 4.4
Students of the Control Group's Posttest Score

Students	Posttest					Score
	G	V	C	F	P	
1	12	16	16	12	16	72
2	12	12	12	8	12	56
3	16	16	12	16	12	72
4	8	12	12	8	12	52
5	8	8	12	12	12	52
6	16	20	16	16	20	88
7	12	12	12	12	12	60
8	12	8	12	12	12	56
9	12	16	12	16	16	72
10	12	16	16	12	12	68
11	16	16	16	12	12	72
12	8	12	12	8	12	52
13	16	16	16	12	12	72
14	12	16	16	12	16	72
15	8	8	12	8	12	48
16	12	12	12	12	12	60
17	8	12	12	8	12	52

18	8	12	12	12	12	56
19	12	12	12	12	12	60
20	12	16	16	12	16	72
21	12	12	12	12	12	60
22	12	16	16	12	16	72
23	12	16	12	12	16	68
24	12	12	12	12	16	64
25	16	20	16	16	20	88
26	12	12	12	12	12	60
27	8	12	12	12	12	56
28	12	16	16	12	16	72
29	8	12	12	12	12	56
30	16	12	12	12	12	64
Σ	352	408	400	356	408	1924
\bar{X}	11.73	13.60	13.33	11.87	13.60	64.13

2. Data Analysis of the Students' Scores

a. The Analysis of the Experimental Group's Scores

After giving the pretest, treatments, and posttest to the experimental group, the researcher got the result from pretest and posttest scores presented as follows:

Table 4.5
Total and Mean of Pretest and Posttest Score of
Experimental Group

Test		G	V	C	F	P	Total
PRE	Σ	296	360	376	312	360	1704
	\bar{X}	9.87	12	12.53	10.40	12	56.80
POST	Σ	384	464	436	404	396	2084
	\bar{X}	12.80	15.47	14.53	13.47	13.20	69.47
Improvement		14.65%	17.35%	10%	15.35%	6%	12.67%

From the table 4.5 above, it can be seen that there's progress of the students speaking skill. In pretest, the means of the students' score are 9.87 for grammar, 12 for vocabulary, 12.53 for comprehension, 10.4 for fluency, and 12 for pronunciation. So, the mean of the students' total score is 56.8. It shows that the students' speaking skill was still low. Therefore, the researcher taught the students through video record as the treatment for the experimental group to improve the students' speaking skill. While in posttest, the means of the students' score are 12.8 for grammar, 15.47 for vocabulary, 14.53 for comprehension, 13.47 for fluency, and 13.20 for pronunciation. So, the mean of the students' total score is 69.47.

The score of the posttest compared with the pretest shows that the students' scores increase significantly after they got the treatments. The significant increase of the students' score also shows that the video record improves the students' speaking skill. The improvements are 14.65% in grammar, 17.35% in vocabulary, 10% in comprehension, 15.35% in fluency, and 6% in pronunciation. The improvement of the students' total score is 12.67%. The significant improvement of the students' speaking skill can be seen in the charts as follows:

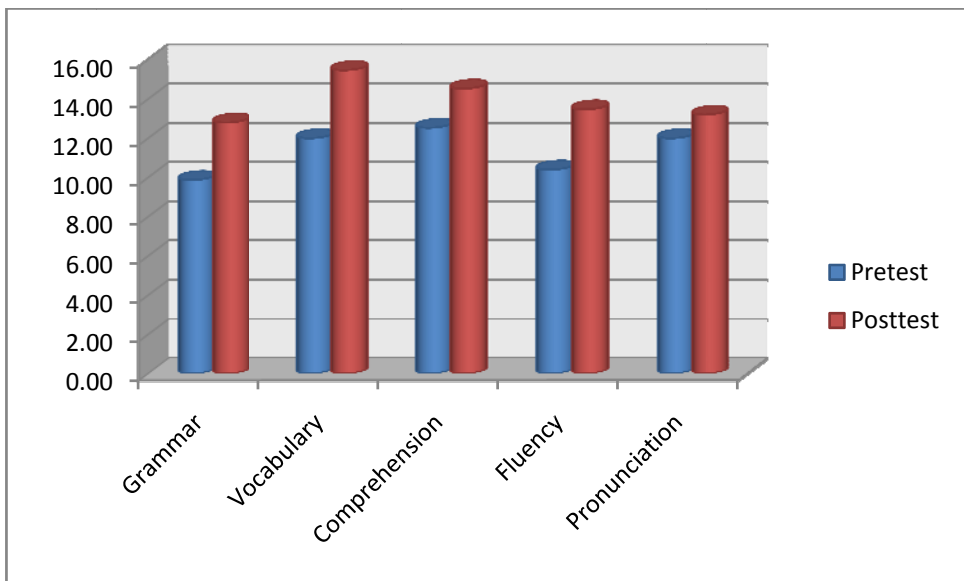


Figure 4.1
Chart of the Experimental Group's Pretest and Posttest Score

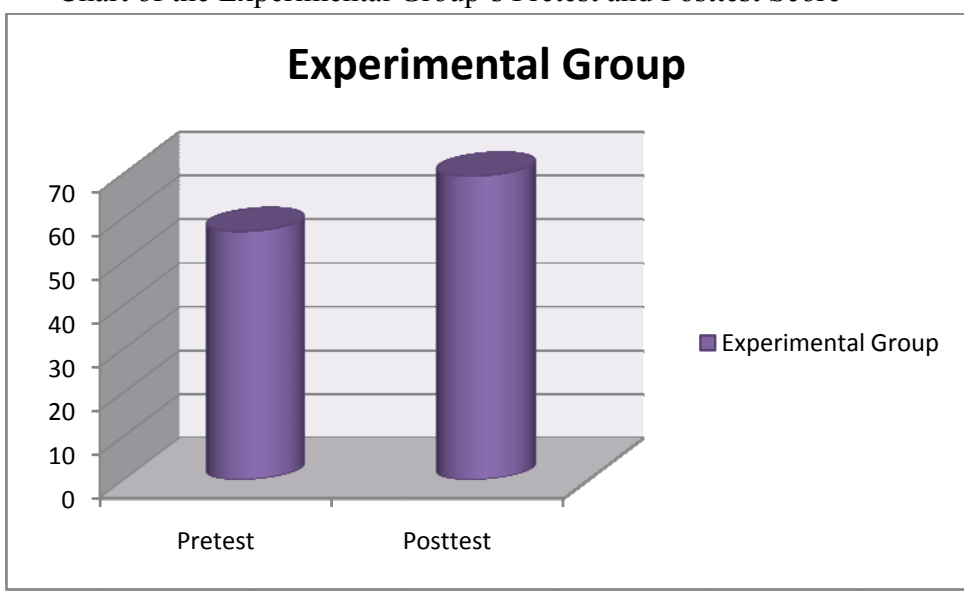


Figure 4.2
Chart of the Experimental Group's Score

b. The Analysis of the Control Group's Score

After conducting pretest, conventional teaching, and posttest to the control group, the researcher got the result of pretest and posttest scores presented as follows:

Table 4.6
Total and Mean of Pretest and Posttest Score of Control Group

Test		G	V	C	F	P	Total
PRE	Σ	296	364	368	336	372	1736
	\bar{X}	9.87	12.13	12.27	11.20	12.40	57.87
POST	Σ	352	408	400	356	408	1924
	\bar{X}	11.73	13.60	13.33	11.87	13.60	64.13
Improvement		9.3%	7.35%	5.3%	3.35%	6%	6.26%

From the table 4.6 above, it can be seen that there's progress of the students' speaking skill. In pretest, the means of the students' score are 9.87 for grammar, 12.13 for vocabulary, 12.27 for comprehension, 11.20 for fluency, and 12.40 for pronunciation. So, the mean of the students' total score is 57.87. The students of control group have the same level of speaking skill as the students of experimental group. But, the researcher did not teach control group through video record. They were taught using conventional teaching which is usually used by the teacher. Meanwhile, the means of the students' posttest score are 11.73 for grammar, 13.60 for

vocabulary, 13.33 for comprehension, 11.87 for fluency, and 13.60 for pronunciation. So, the mean of the students' total score is 64.13.

The posttest score, compared with the pretest, shows that the students' scores increase. The increase of the students' score means that there's also improvement of students' speaking skill at control group. The improvements are 9.3% in grammar, 7.35% in vocabulary, 5.3% in comprehension, 3.35% in fluency, and 6% in pronunciation. The improvement of the students' total score is 6.26%. The improvement of the students' speaking skill at control group can be seen in the charts below:

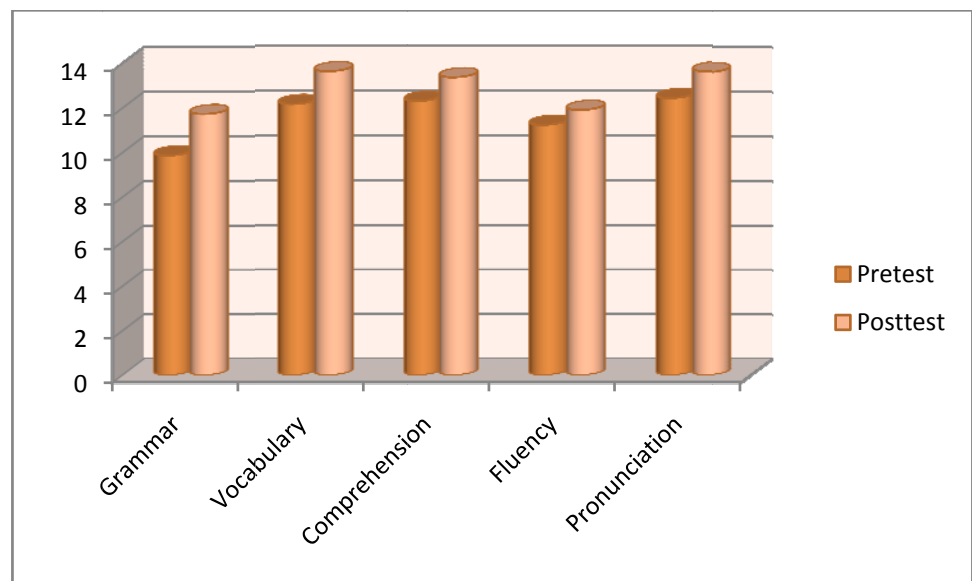


Figure 4.3
Chart of the Control Group's Pretest and Posttest Score

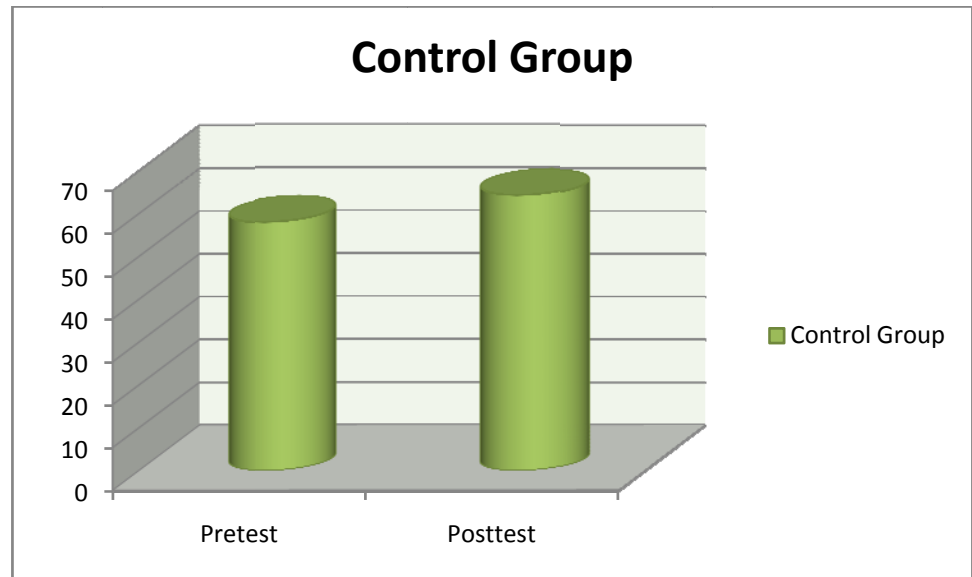


Figure 4.4
Chart of the Experimental Group's Score

Table 4.7
Pre-test and Post-test Difference

Group	Pre-test Mean	Post-test Mean	Difference Mean
EXPERIMENTAL	56.8	69.47	12.67
CONTROL	57.87	64.13	6.26

c. Data Analysis using T-test

After all the data of the students' score had been collected, the researcher analyzed the data through t-test. T-test is a tool which is used for comparative hypothesis of two samples if the data is in interval or ratio.² It is aimed to find out whether the students who are taught through video record have better speaking skill or not.

²Sugiono, *Statistika Untuk Penelitian*, p. 121

The data which was taken from the posttest score of both of experimental and control group was needed to analyze using t-test. The researcher should do normality and homogeneity test before calculating the students' posttest scores using t-test. The normality test is used to check whether the characteristic of the population are normally distributed or not. While homogeneity test is used to check the homogeneity of variance of both experimental and control group's test score. The calculation is presented below:

a. Normality test

The researcher uses normality test to check whether the posttest score of experimental group and control group are normally distributed or not. There are some steps to calculate the normality test. The steps are:³

- 1) Determine the number of intervals class. For normality using Chi Square test, the number of interval is 6. This appropriate with 6 fields in Real Normal Curve.

³Sugiyono. *Statistika Untuk Penelitian*, p. 80

2) Determine the length of interval class, the formula is:

$$\begin{aligned} \text{The length of interval class} &= \frac{\text{biggest data} - \text{smallest data}}{6 \text{ (the number of interval)}} \\ &= \frac{88 - 48}{6} \\ &= 6.67 \approx 6 \end{aligned}$$

3) Arrange the data into a frequency distribution table

Table 3.4
Frequency Distribution Table

INTERVAL	f_0	f_h	$f_0 - f_h$	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
48-54	5	2	3	9	4.5
55-61	13	8	5	25	3.125
62-68	16	20	-4	16	0.8
69-75	15	20	-5	25	1.25
76-82	9	8	1	1	0.125
83-89	2	2	0	0	0
Total	60	60	0		9.8

Explanation:

f_0 = Frequency / the number of data from the result of post-test

f_h = The number / frequency of the expected (percentage area of each field multiplied by n)

$f_0 - f_h$ = The differences between f_0 dan f_h

a) Calculate f_h (the frequency of the expected)

b) Calculate f_h , based on the percentage area of each field in normal curve, and then multiplied by the number of data from

the result of posttest (the number of individuals in the sample).

Number of individuals in the sample = 60.

- The first line: $2.7\% \times 60 = 1.62$ become 2
- The second line: $13.53\% \times 60 = 8.118$ become 8
- The third line: $34.13\% \times 60 = 20.478$ become 20
- The fourth line: $34.13\% \times 60 = 20.478$ become 20
- The fifth line: $13.53\% \times 60 = 8.118$ become 8
- The sixth line: $2.7\% \times 60 = 1.62$ become 2

c) Insert the value of f_h to the f_h column table, and then calculate

the value of $(f_o - f_h)^2$ and $\frac{(f_o - f_h)^2}{f_h}$. The value of $\frac{(f_o - f_h)^2}{f_h}$ is

the calculated value of Chi square (χ^2).

d) Compare the calculated Chi square value to the Chi square table.

χ^2_{table} is 11.070.

e) Conclusion

Chi square value is 9.8 and Chi square table is 11.070 with $df = 5$, and alpha (α) 0.05. It can be concluded that the data from the posttest of experimental and control group are normally distributed as chi square value (9.8) is smaller than chi square table (11.070).

b. Homogeneity test

Homogeneity test is used to check whether or not the posttest score of experimental and control group have similar variance. The followings are steps of homogeneity test, there are:

- 1) Find the biggest variant score and the smallest variant score, the formula is:

$$\begin{aligned} F_{score} &= \frac{S_1^2}{S_2^2} \\ &= \frac{67.21}{35.84} \\ &= 1.87 \end{aligned}$$

Explanation:

S_1^2 = the larger variance

S_2^2 = the smaller variance

- 2) Find the F table

dk numerator : $30-1 = 29$

dk denominator : $30-1 = 29$

F = (0.05 ; 29.29) = 1.99

c. Conclusion

Based on the calculation above, F score is smaller than the F table. Thus, it can be concluded that the score of test both group is in normal distribution and homogeneous variant. After that, the next

step is analyzing the data by t-test. The result from t-test shows whether the experimental group has better speaking skill than control group. The result shows the answer of the third statement of the problem.

Afterward, the researcher used t-test to calculate the data from the experimental and control group's posttest score. But, before using t-test, the researcher should find standard deviation and variance of the data from both of the experimental and control group. Standard deviation and variance of each group are presented as follows:

Table 4.8
Standard Deviation (Sd) And Variance (V) of Experimental and Control Group

Group	Total Score	Mean	Std. Deviation	Variance
Experimental	2084	69.47	5.99	35.84
Control	1924	64.13	8.2	67.21

Afterward, the researcher calculated t-test from posttest scores of experimental and control group. The steps are presented below:

$$t = \frac{x_1 - x_2}{\sqrt{\left\{ \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right\} \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{69.47 - 64.13}{\left\{ \frac{(30 - 1)5.99 + (30 - 1)8.2}{30 + 30 - 2} \right\} \frac{1}{30} + \frac{1}{30}}$$

$$t = \frac{5.34}{\left\{ \frac{173.71+237.8}{58} \right\} \frac{2}{30}}$$

$$t = 11.29$$

- 1) Determine alpha (α) = 0.05
- 2) Find the number of degree of freedom using the following formula:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

After the data had been calculated above, it was found that the standard deviation of the experimental group was 5.99 and the control group was 8.2. And then, the researcher compared the result to t-table distribution which significant and degree of freedom (df) were 0.05 and 58. It was found that t-table was 2.000 while the result of t-value was 11.29.

d. Testing the Hypothesis

There are some steps to test the hypothesis. The steps are as follows:

This research used standard significance 95% ($\alpha = 0.05$) to test the hypothesis. The researcher used test-two sides to take the conclusion. The foundation of decision rule is:

- 1) If $t_{\text{value}} > t_{\text{table}}$, it means that Null Hypothesis (H_0) is rejected and Alternative hypothesis (H_a) is accepted. So, students who are taught

through video record have better speaking skill than those who are not taught through video record.

- 2) If $t_{\text{value}} < t_{\text{table}}$, it means that Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected. Thus, students who are not taught through video record have better speaking skill than those who are taught through video record.

Based on the calculation of the data, the result of the t-value is 11.29. Meanwhile, the t-table with 5% significance and the degree of freedom (df) 58 is 2.000. It means that the t-value is higher than t-table (the value which is required to reject null hypothesis at the level of 0.05) and the difference is significant. Thus, the alternative hypothesis (H_a) is accepted. The alternative hypothesis is students who are taught through video record have better speaking skill than those who are not taught through video record. In the other hand, the null hypothesis is rejected. The null hypothesis is students who are not taught through video record have better speaking skill than those who are taught through video record. It is presented on the table below:

Table 4.9
Summary of Data Analysis of T-test

Technique	t_{value}	t_{table}	Result
Video Record	11.289641	2.000	Significant

B. Discussion

This study is about the use of video record to improve speaking skill on narrative text of the eleventh graders. This research uses quasi-experimental research as the design of the research. The discussion is aimed to discuss the result of the research based on the related theories. All data collected from the research instrument provides information of the research findings. The result of the observation is presented in the descriptive form. And, the result of the students' score is calculated using t-test.

1. Using Video Record in the Classroom

To answer the first statement of the problem, the researcher analyzed from the observation checklist. The researcher taught the students using the video record as the treatment at the experimental group. The video record which was used in this study was the video of storytelling created by the students. According to Bell L. and Bull G. in the subject area of language education, creating video of students' conversation or skits or narrations of past events that demonstrate language mastery can be used as one of the students' activity.⁴ While Johanna E. Katchen says that students can use video camera for rehearsal by recording and then watching to see and evaluate how

⁴ Bell, L., & Bull, G., *Digital Video And Teaching*. Contemporary Issues in Technology and Teacher Education. Vol. 10, Issue 1. 2010.

to improve their performance.⁵ There were some stages used to teach speaking using video record. The steps of teaching using video record which have been presented above are similar with the steps explained by Bell L. and Bull. G. According to them, there are some points which are useful to use video record in the speaking class. The points are preparing equipment, explaining procedures, recording or creating the video, checking the video, presenting the video, and having evaluation.⁶ In this research, the students had prepared the tools to create their video well. After that, the researcher had explained the procedures to the students. And then the students began to create the video record. Afterward, the students, together with the researcher, checked and discussed their video record in order to have evaluation of their speaking skill.

2. Students' Score

The researcher conducted the research in four meeting for each group. In the first meeting, pretest was administered in both of the experimental and control group. The aim of conducting pretest was to know the students' achievements before getting the treatments. Besides, pretest was conducted to ensure that both of experimental and control group have similarity of speaking skill.

⁵ Johanna E. Katchen, *Using the Video Camera to Improve Speaking and Performance Skills* (Taipei: Crane Publishing Co., Ltd., 1992), Papers from the eight conference on English language teaching and learning in the Republic of China (pp. 531-540)

⁶ Bell, L., & Bull, G., *Digital Video and Teaching*.....

The second and the fourth meeting, the researcher gave treatments. The treatment was teaching using video record at the experimental group. In the contrary, the control group was taught using conventional teaching. The treatments were given in two meeting for each groups. According to Helena Ceranic, the activity of recording students' speaking performance using video camera can become a great way, because students' performance can be replayed and evaluated.⁷ Based on that theory, the researcher implemented the use of video record to improve speaking skill on narrative text of the eleventh graders to the experimental group. The students were asked to create their video record by recording their selves while retelling a story. Afterward, their video records were presented and discussed in the classroom. The aim was to find out students' strength and weakness so that they could improve their speaking skill. In short, the researcher introduced a new alternative of variation in teaching speaking for students of SMAN 1 Waru.

From the 2010 standard content for senior high school students, especially in speaking skill for the eleventh graders, it is stated that students are supposed to be able to express the meaning in monologue text using spoken language accurately, fluently, and acceptable in the daily context in the form of report, narrative, and analytical exposition. The researcher used it as the guidelines to design the lesson plans for this research.

⁷ Helena Ceranic, *Panduan Bagi Guru Bahasa Inggris* (Jakarta: Erlangga, 2011) p. 74

The treatments given were related to the narrative text under the topic of Indonesian and Western folktales. Both of the experimental and control group were given the same topic, but in a different way. The experimental group was taught through video record as the alternative teaching. Meanwhile, the control group was taught through the conventional teaching which was usually used by the English teacher at SMAN 1 Waru.

In last meeting, the students were given posttest after they got the treatments. It was conducted to measure students' improvement after getting the treatments. The students' speaking score showed that there was improvement of both of experimental and control group's speaking skill. The students' score at the experiment class increase 12.67 point. While the students' score at control group increase 6.26 point. It can be concluded that students of experimental group have better speaking achievement than students of control group because the students of experimental group gain higher point of improvement than students of control group. And the students' score of experimental group which increased significantly shows that video record improves students' speaking skill.

The researcher used t-test to test the hypothesis and know the significant difference of the experimental and control group. It's used to check whether H_0 was accepted or not. The criteria is if $t\text{-value} < t\text{-table}$ it means H_0 is accepted, while if $t\text{-value} > t\text{-table}$ it means H_0 is rejected. In the previous

subheading, it could be seen that t-value was 11.289641. Whereas, t-table with the level of significance 0.05 and degree of freedom 58 is 2.000. To test hypothesis is still related to take the conclusion to answer the third statement of the problem. After the result of t-value is found, it means the hypothesis can be concluded. If the null hypothesis (H_0) is untruthful, the alternative hypothesis can be accepted. In this experimental research, the alternative hypothesis (H_a) is stated that students who are taught through video record have better speaking skill than those who are not taught through video record. In the contrary, the null hypothesis is stated that students who are not taught through video record have better speaking skill than those who are taught through video record.

The result of the research showed that students of experimental group have better improvement than students of control group. It is simply concluded that null hypothesis (H_0) "Students who are not taught through video record have better speaking skill than those who are taught through video record" is rejected. Meanwhile, the alternative hypothesis (H_a) "Students who are taught through video record have better speaking skill than those who are not taught through video record" is accepted.