# THE IMPLEMENTATION OF RECORDED REPORT VIDEO FOR

# TEACHING SPEAKING TO IMPROVE STUDENTS'SPEAKING ABILITY

# AT MAN I SURABAYA

**Thesis**



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**ENGLISH DEPARTMENT**

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# THE EFFECTS OF TEACHING USING VIDEO
# ON STUDENTS' WRITING ABILITY AT MAN I SURABAYA

# THESIS

## This Thesis is Completed as Partial Fulfillment of Requirement for degree of English Language Teaching in State Institute For Islamic Student

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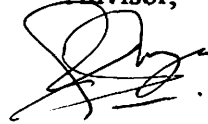
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# ABSTRACT

THE IMPLEMENTATION OF RECORDED REPORT VIDEO FOR TEACHING SPEAKING TO IMPORVE STUDENTS' SPEAKING ABILITY AT MAN I SURABAYA

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This thesis is about the implementation of recorded report video for teaching speaking to improve students' speaking ability at MAN I Surabaya. According to English teacher, some students in X – 2 class of MAN I Surabaya had some problems in speaking. They are not confidence to speak and they have low motivation. Because of some problems, the writer has new method to encourage their motivation through the implementation of recorded report video for teaching speaking to improve students' speaking ability.

In this research, the writer to conduct ( I ) the way to implement recorded report video for teaching speaking to improve students' speaking ability ( 2 ) the responses of students after using recorded report video for teaching speaking.
( 3 ) ) the improvement of students' speaking ability

To analyze the data, the writer use interview with English teacher in MAN I Surabaya, and the questionnaire use percentage, and the data used paired test, normality test and homogeneity test.

The conclusion for the problem of study (1) The students feel high motivation (2) the data from questionnaire shows the students agree this method to teach speaking.

(3) In the paired test the students have progress, the data is normal distribute and the data is homogeneous.

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**CHAPTER ONE**

**INTRODUCTION**

**A .Background of the Study**

English is international language that is used by most of the people around the world in their interaction. Furthermore, in global era today in which the interaction of people from different nation are getting numerous and the use English mostly in their interaction. Thus, it forces people to master it in order to be able to struggle on the light competition in global era. According to Bailey Since communicative competence is a multifaceted construct, it is important for teachers to understand the complexities learners face when they are speaking English. [1]It means that English is important to be mastered because English is a key to scientific and technical knowledge especially to the economic and political development of fast areas of the world. Facing the importance of English, the Indonesian government request the students to master English as early as possible so that is has been given since in the elementary until senior high school, the teaching of English in elementary school is taught as a compulsory subject.

In learning the second or foreign language there are four basic skills to be mastered: listening, speaking, reading and writing. Student should be able to use the skills weather in oral or written ones. It is expected that finally, they able to communicate with speakers orally. In other word, mastering the speaking skill is

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[1] Kathleen M.Bailey, Practical English Language Teaching Speaking (Singapure : McGrawHill , 2005), 5

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the most important thing in learning a language. Speaking can be aspects of both performance and competence.[2] It means the ability to speak becomes the most important thing I order to know and how to use the language because most people in the world communicate through the speech.

Speaking ability is important in the progress of language learning. The ability to speak a language is synonymous with knowing that language since speech are the most basic mean of human communication. In order to develop students' communicative competence, the teaching of English in SBC is focused informed on the teaching how to produce text (genres) both in oral and written form which is suitable to the context of communication. It is hoped that in the end of teaching learning process, the learners are able to master and create several genres that are    used in real English community both in oral and written form. Especially for senior high school, there are thirteen genres should be mastered : those are recount, hortatory exposition, spoof, explanation, discussion, review, and public speaking[3]

Speaking ability is an important in learning a factor for people language. Thought sometimes, students have difficulties to speak English because of their low speaking ability. It is also showed in the speaking scores of the MAN I Surabaya. In the X-2 class, the average score of the students speaking is only 6,6

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[2] H.Douglas Brown, Principles of Language Learning and Teaching ( Sans Fransisco State University 2000 ), 33
[3] Depdiknas 2004, kurikulum 2004 standar kompetensi mata pealjaran bahasa inggris, sekolah menengah atas dan madrasahtsanawiyah (jakarta:Departemen Pendidikan Nasional 2004)

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and based on the explanation of the classroom teacher, Mrs. Dra.Tutik susmiati's students only got the minimum score because of their lack of confidence and their motivation to find new word. The classroom teacher said that score became low because they were passive in the speaking class. They become passive in class because they are afraid of making mistakes and being laughed at by their friends. Background of the language knowledge and learners mental factors, such as their mood, motivation, readiness, etc, can be basic factor to build self-confidence. The self-confidence may help the learners to express their thought and feelings in English. If they cannot express their thought they will be easily get bored, lose their motivation, and get lazy to participate in classroom activities. So it is important for teacher to give different method and materials in teaching if they want to increase the students' motivation during the teaching learning process.

Therefore, teachers are demanded to be creative. Especially to the use of teaching materials, teachers are demanded to be active looking for the things that can be used as material. In the different materials the teachers used the media to improve students' motivation. So the students motivated and they can active in following the class.

Motivation it self has an important role for unsuccessful or successful in teaching and learning process. Motivation is a key to learning. [4]It means motivation is the most important thing on how and when students use language

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[4]   H.Douglas Brown, Principles of Language Learning and Teaching ( Sans Fransisco State University 2000) , 160

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learning strategies, and improve their own skill progress. In the other word, motivation is important in language learning strategies, the instructional activities, materials, and teaching aid, must be exciting, stimulating and interesting to the learners. In relation to the motivation, it is not only formed on giving reward, but teacher can use different teaching materials to improve students' motivations.

In relation to the motivation, it is not only formed on giving reward, but teacher can use different teaching materials to improve students' motivation. One of the teaching materials that can be used is video. The use of video can improve students' motivation hence it brings an air of reality in to the classroom. Those students at this age are interested in technology, and they are curious about what they do not know about real phenomenon. There fore, the use of video as one of technology can give a positive effect to the students.

Finally, authentic materials will improve students' motivation in learning English since they are more interesting. Based on Peacock's (1997) classroom research with two beginner-level EFL classes, there was a significant increase of students' motivation in terms of 'interest, persistence, attention, action and enjoyment' when they were given authentic materials in their learning

Since the early 1960s, language teachers have witnessed dramatic changes in the ways that language are taught. Together with the appearance of communicative approaches, the emergence of multimedia tools in language teaching has attracted the attention of teachers, academicians, educationalists and experts. Children and adults feel interested when language is experienced in a

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lively way through television or video. [5]The ability successful to integrate video sources into the meeting space is essential for a quality environment. The use of video on language teaching it self has become popular recently, because the technologies extend, rapidly today. So the use of video on language teaching is the most popular material today, it is important for teacher to give different materials in teaching if the teacher wants to increase the student's motivation during the teaching learning process.

The application of multimedia tools can foster this goal by creating a learning environment wherein students practice their language skills especially in speaking class and acquire target culture. Media provide teachers with a means of presenting material in a time efficient and compact manner, and of stimulating student's senses, there by helping them to process information more readily. In other words, such multimedia as audio and video equipment, computers and related software and Internet sources have been seen as effective tools to develop student's language competence so that they can interact with native speakers comfortably and successfully in real- life situations. Furthermore, in speaking activity, the students are demanded to have can be an alternative as teaching material in speaking. Video also had a lot of kinds such as documentaries, drama, news, TV commercials, and music video. The use of media has helped connected with students more integrally in the learning process and to make language

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[5] Tomalin and Stempleski, Video in Action:recipes for  is Video in Language teaching
(London:prentice Hall 1990 ), 3

learning by making authentic, meaningful process. Based on explanation above, the writer would like to do a study dealing with the use of recorded report video in teaching speaking as teaching material to improve students speaking ability. In this study, the writer focuses in the report genre and on the spoken cycle, where the writer takes the students performing score as apart of their study.

To deal with audio and video recording is throughout this curriculum are suggestions for audio and video recording as a way to provide feedback to speakers and to let them know how their presentations look and sound. Recordings are also a means of preserving classroom oral activities and presentations as models for other students or for assessment and reporting purposes.

Review of previous study aims to avoid the replication of the study. There is a thesis that is used as the basic of this study, that is a thesis entitled "THE USE OF CARTOON MOVIE IN THE PROCESS OF TEACHING AND LEARNING SPOKEN NARRATIVE OF THE EIGHT GRADE JUNIOR HIGH SCHOOL STUDENTS" by Widya Dwi Astika (2007). From the study conducted, the writer find out that watching movie activity is the most favorite activity for the students and the applied media make forward movement in students vocabularies In my study is conduct that watches real video the students can stimulate their motivation so they can express their thought through their speaking ability.

**B. Problems of The Study**

Based on statements in the background of the study and as the title suggests the problems can be started as follows:

1. How to implicate recorded report video for teaching speaking to improve students' speaking ability?

2. How are the students' responses after using the recorded report video for teaching speaking to improve students' speaking ability?

3. How is the improvement in students' speaking ability ?

**C. Objective of The Study**

From the statements of the problems above, the writer can writer the objective of the study:

1. To describe the implementation of recorded report video for teaching speaking to improve students' speaking ability.

2. To find out the students responses after using the recorded report video for teaching speaking to improve students' speaking ability.

3. To find out the students' improvement in their speaking ability.

**D. Significance of  The Study**

By conducting this research the finding will give contribution for:

- The Teacher

This study can suggest for teacher to be more creative in using teaching material especially speaking. The teacher can try to apply this technique and material to their students, as an effort to be successful in teaching speaking.

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- The Students

This study can give students different experience in speaking activity and also improve their speaking skill.

- The Reader

By knowing the result of the study the reader will get valuable information about responses the use of recorded report video to be used in teaching speaking.

- The Researcher

The result of this study is also expected to get feedback for the other researchers to conduct the similar study in the different place and with other respondent.

**E. Assumption and Limitation of Study**

1. Assumption

Here are some assumptions :

a. Every student follows the learning activity seriously because the students       was given the explanation for the first meeting the purpose of learning.

b. In fill the questionnaire, the students conduct objective because the researcher gave the explanation about purpose writing the questionnaire.

c. The assessment list of the result shows the ability of the students.

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2. Limitation

The writer uses the recorded report video as means to improve students' speaking ability since it focuses in teaching speaking.

This study will be conducted under the following limitation:

1. The implementation of recorded report video to improve students' speaking ability limited on the teaching speaking.

2. The implementation of recorded report video to improve students' speaking ability limited on the students' speaking performance.

3. The implementation of recorded report video to improve students' speaking ability limited on the description of students' speaking performance to the content mastery, structure, vocabulary, organization, pronunciation, performance and fluency.

4. The implementation of recorded report video to improve students' speaking ability limited on the students' oral report text.

5. The implementation of recorded report video to improve students' speaking ability limited on the X-2 class of MAN I Surabaya

**F. Definition Of Key Terms**

English as a foreign language means English studied by people living in place in which the language is hardly found the surrounding.

a. Video : A record of films on compact disc.

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b. Recorded Report Video : A video which is to fill of one or more people who are recoded when he or she are reporting an or some information.

c. Learning media    : The channel of communication to use convey the message it means the using video as a tool in material of learning and teaching process especially ins peaking class

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

Having discussed the research problems dealt with in this study, it is crucial to view further at all dimensions f the problems from theoretical perspective. Therefore 5 contents in this chapter will concern several relevant theories and previous studies including communicative language teaching, the concept of the speaking, report text, learning media, video.

## A. Communicative Language Teaching

### 1. The Typical features of Communicative Language Teaching

In fact, the 1994 curriculum has adopted the Communicative Language Teaching (CLT) and emphasizes all four macro skills as the prominence in learning the target language. This encompasses the teaching of listening, speaking, reading and writing and each skill has their own syllabuses, which the teacher should complete. It means that the exercises or tasks given should reflect on the goals stated in the curriculum. The curriculum merely provides the topics or subtopics and the goals of students' achievement in the target language. Moreover, the teacher primarily relies on textbooks, which have been supplied by the government.

Dealing with the teaching of listening, the problem in Indonesia is mainly concerned with the availability of materials. Textbooks, as scripted materials, do not provide genuine communication, which students need to encounter the real

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life English use in communication. The scripted samples will de-authenticate speech if they are used in the classroom[6].

Beyond grammatical and discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are concerned with how to facilitate lifelong language learning among students. The definition of CLT is unified but broadly based, theoretically well informed set of tenets about the nature of language and of language learning and teaching. There are six characteristics as a description of CLT :

a. Goals therefore must intertwine the organizational aspects of language with pragmatic.

b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

c. Fluency and accuracy are seen as complementary principles underlying communicative techniques.

d. Students in a communicative class ultimately have to use the language

e. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning.

f. The role of the teacher is that of facilitator and guide, not an all knowing best over of knowledge.

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[6] Burns, A. 1993, 'Spoken discourse in the TESOL classroom', *TESOL in Context*, vol.
3, no. 1, pp. 5-8.

2. The Differences of Audio Lingual Method and Communicative Language Teaching[7]

| Audio Lingual Method | Communicative Language Teaching |
|---|---|
| 1. Presents to structure and form more than meaning. | Meaning is primary. |
| 2. Asks more memorization of structure around based dialogues | Dialogues if accustomed, center communicative functions and are. not normally memorized |
| 3. Language items are not necessarily reasoning | Contextualization is a basic circumstances |
| 4. Language learning is learning particular system, sounds | Language learning is learning to communicate |
| 5. Complete the knowledge is sought. | Effective communication is sought. |
| 6. Training is central technique. | Training may occur, but peripherally. |
| 7. Native-speaker like pronunciation is sought. | Comprehensible pronunciation is Sought. |

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[7] H.Douglas Brown, teaching by Principles  an interactive Approach to Language Pedagogy (San Francisco State University 2001), 42

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|---|---|
| 8. Grammatical explanation is keep away. | Any plan that helps the learning is accepted varying according to their, Interest, etc. |
| 9. Communicative activities come only after a Long process of rigid training and exercise | Succeed to communicate are encou-raged from the very beginning. |
| 10. The use of the student's native language Is avoided. | Showing use of native language Accepted where can be done. |
| 11. Translation is avoided at early levels. | Translation may be used where students need or advantage from it. |
| 12. Reading and writing are deterred until from speech is mastered. | Reading and writing can start the first day, if desirable. |
| 13. The target linguistic system is learned through the over teaching of the patterns | The target linguistic system is learned the process of against communicative. |
| 14. Linguistic competence is the wish goal. | Communicative competence is the wish goal. |
| 15. Varieties of language are identified but not emphasized. | Linguistic variation is a central concept in materials and methods. |

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**B. SPEAKING**

Speaking ability is an activity to produce utterances in oral communication. According to Bailey said that speaking is the productive, oral skill. It means that the activity of speaking involves two or more people having reacted together and knowing whether are able to speak well[8].

1. The Nature of Speaking

Speaking is common way to express their thought. Language is verbal behavior[9]. People commonly use language when they communicate to each other. All normal people in the world could speak well although they can not read and write.

Moreover, speaking is one of basic skill that should be acquired by second or foreign language learners. A second or foreign language learner is considered success in learning speaking if they are able to communicate orally with native speaker, although there is no expectation that they will speak like a native.

2. The Importance of Speaking Skill

English has spread round the world. It is because English is one of international languages. This language can be a tool to interact among native speakers although each has mother tongue. As an evident, there is much information such as magazine, newspaper, and Internets, which are designed in English however they are published in Indonesia. Another word, one of the

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[8]Kathleen M.Bailey, Practical English Language Teaching Speaking (Singapure : McGrawHill , 2005), 2

[9] J.F. Wallwork,Language and People (London: Heinemann Educational Books), 88

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factors being success in global era is by mastering English in four abilities. They are reading, writing, listening, and especially speaking ability. The speaking is considered primary.

In spoken language, a speaker speaks to the listener directly. In addition, the speaker can convey her message using social expression and gestures or body movement to show the meaning she has said. For example, a speaker nods her head and says, "I am in line with you " to indicate agreement. This shows that speaking is one of difficult skills, which are necessary for success and as a complement of the other language skills[10] .

Based on the explanation above, it can be seen that oral communication in English is very important. English is a second language for business and commerce, science and technology, and international language relations for business and diplomacy. Therefore, one way to be a good English speaker especially for most children whose mother tongue is not English is to practice it regularly and to join in speaking activities, so that the interaction among them will be reached.

3. Speaking Ability

The ability to speak a foreign language is without doubt the most highly prized language skill. When someone has mastered a foreign language and able to

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[10] Kathleen M.Bailey, Practical English Language Teaching Speaking (Singapure : McGrawHill , 2005), 2

use it fluently, it means that he or she has achieved the goal of learning second or foreign language, which covers four language skills.

The ability of speaking is an activity to produce utterance in oral communication, which involves two or more people. More over, the speaking ability as the ability to express one self in one life situation in precise words or to express a sequence of idea fluently.

4. The Teaching of Speaking

Basically speaking is one of skills, which have to be acquired in learning English as a second or foreign language. As state in standard competence, there are four skills in teaching learning English that are listening, speaking, reading and writing. Speaking is one of the skills that must have been learnt by the students[11].

Although speaking is used in daily conversation, it is not easy to speak in the speaking class. Teachers often find some problems. The common problem that the teachers always find in the speaking class in which the students always feel shy and anxious.

The main reason in teaching speaking is to make the student acquired the speaking skill. As stated in standard competence that the objective of teaching speaking is to make the students able to express the text orally to interact with others.

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[11]Douglas Brown, teaching by Principles an interactive Approach to Language Pedagogy (San Francisco State University 2001), 267

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Teachers have to be creative in teaching speaking so they may use real life situations, authentic materials and popular scientific knowledge to make the speaking class more active. It is important to teachers in the teaching of speaking to think about the material. It should be accordance with the students' speaking proficiency, interest, and needs because they will affect students to participate actively in the classroom. In addition, the material for speaking should be about students with their daily life and social community. Ii means that what they get in the classroom can be applied outside the class.

## C. Learning Media/ Video

Most students are quite familiar with audio and video equipment. That is a tool in teaching and learning process, sometimes it makes students interested and can encourage their motivation. Azhar said that Learning media is a tool in teaching learning process in class or out class[12]. Furthermore, in speaking activity, the students are demanded to be an alternative as teaching material in speaking. Video also had a lot of kinds such as documentaries, drama, news, TV commercials, and music video. The use of media has helped involved students more integrally in the learning process and to facilitate language learning by making authentic, meaningful process.

Video is one of the world's technologies that are popular in our life Video is used in almost every part of our life, not only for entertainment but also in other field such as health, education, science, etc.

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[12] Azhar Rsyad, Media Pengajaran (Jakarte: Raja Grafindo Persada ,1997), 6

1.  The Nature of Video

Video itself is a technology of capturing, recording, processing, transmitting, and reconstructing movie (motion picture). The use of video should be gathered with video player and television or in computer. Video usually uses celluloid film, electronic signal, or digital media. In the development of video, it has several formats. In the past, most of video. Was formed on celluloid film that is known as videotape. Today video has several kinds of format. The most popular format is digital format that have several kinds such as VMS, VCR, VCD, DVD, Laserdisc, etc. Video Compact disc (VCD) is one of the video formats tat are popular today. Based on Oxford's definition VCD is a plastic disc on which or motion picture can be recorded for showing on a TV screen. VCD is seen as a standard digital format for storing video on compact disc. Although, VCD has several deficiencies such as small storage capacity (more or less 60 minutes per VCD), less resolution, and higher compression artifacts if compared to other than formats. One of the reasons is the cheaper pride than other formats such as DVD. In addition , VCD can be played on any compatible machine because it does not have region coding as DVD has.

2.  The Importance of Video

Because of its popularity, educational world also uses video in their activity. Actually, the use of video as a part of language curriculum has been used since 1960's. the use of it was booming in the use of Audio-lingual method.

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The use of video in language teaching is considered as an effective way to present the teaching material. Video can be used at every level, both as supplementary material for language reinforcement and skills practice and as the main component of an intensive course. It shows that video offers several positive value rather than other materials such as textbook. Tomalin confirms that there are several benefits that can be taken in the use for in language leaching learning process, namely.

a. Video is visualized highly motivating

The combination of sound and vision, video offers the reinforcement of student's motivation. As stated before, motivation is important for successful language teaching learning, especially for the students as subject of the study. Stempleski and Tomalin state that video is motivating to children and adults alike because it is the next best thing to experience the sequence in real life[13]. Most of the picture presented by the video is taken from the real life. It is supported by curtain that learners will show high interest in the unusual and the extremes in the real world. Thus, the learners will be more motivated in following the class activity.

b. Video communicates meaning better than other media

The combination of sound and vision also offers a better communication. Presenting many picture is more effective than presenting words in teaching

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[13] Tomalin and Stempleski, Video in Action:recipes for is Video in Language teaching (London:prentice Hall 1990 ), 3

foreign language. Therefore the learners will be easier to learn language. Further video offers an attractive to eye and ear that give systematic improvement of knowledge and skills by helping the learners to assimilate ideas in a more meaningful and interesting manner.

c . Video serves as a take off point for varied activities.

Mostly, the purpose of using video in teaching learning process is to convey specific language and information to the students. Hence, the use of video can be developed in to several kind activities at once. It is hoped that by using  the news reporting video it would be an enjoyable activities for the students for the class activity.

d. Video represents a positive exploitation of technology

It is a common thing that there are always different opinions related to the use of technology. There must be pro and contra about it. This pro and contra opinion also occurred to the use of video in language teaching learning process. For some people, viewing video (TV) is noticed as a passive activity in which it is only seen as a way to relax and turn mind off. Whereas, viewing TV is more than ways to relax. Gathered with a proper activity, viewing TV can change into an activity. Furthermore, video is an established parts our culture. In addition, in teaching learning process, the teachers are expected to be able to use the things around them as teaching materials.

3. Video in teaching Learning Process

To use video in language teaching learning process, there must be several factors that should be noticed namely, video itself, and teacher's role, technique used.

a. video

Basically, video plays two roles in a language classroom, namely as extensive and extensive activity. As an extensive use, video is a means of relaxation or a reward for successful work at the end of the class's activity. While, as an intensive use video is used  as a teaching material that integrated to the students' activity and often used as a take off point to do other vary activities. As an intensive use, there are two types of basic activity namely, language generated by the video program itself and language generated by  students about the video program. In the first type, the activity tends to emphasize on tasks that help students to comprehend the language in the video. While on the second type, the use of video is considered as stimulus for teaching productive skill speaking and writing. There are several factors that should be paid attention by the teacher to use video in class activity. They are:

1. Students' interest

The use of video to present teaching material should be suited with the students' interest. It relates directly to the choosing of genre film. Although there is no guarantee that all of the students has the same interest to a certain genre, but teacher can choose a genre that the students like mostly or at least has a neutral

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interest. According to Stempleski and Tomalin the learners did not think video as teaching material, but they think it as a television[14]. Thus the students' first impression is important. If they see the video is quite dull and monotonous, they will not be interested in watching or learning from it.

2. Sequence length

In video based activity, time also takes an important role, especially in viewing activity. Although there is no exact limit time in viewing activity, but there should be a control in viewing activity. Furthermore, to decide ideal length is quite difficult. It should be suited with several factors such as the objective teaching, students' proficiency level, etc. However several education experts give several criteria such as Tomalin in Stampleski and Arcario, recommends the use of time in viewing video between 30 seconds and 4 minutes[15]. Mc. Knight gives a longer duration between 30-40 minutes.

3.  Sequence type

To use video in language teaching learning process, there are two types of video. As categorized by Stempleski and Tomalin there are ESL/EFL video and authentic video. ESL/EFL video is a type of video that is especially designed to the needs of ESL/EFL teachers and learners. The video is usually part of multimedia package, including students' workbooks, video transcripts, teachers' manuals, and audiocassettes. While, for authentic video is a video that is taken

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[14] Ibid., 9
[15] Suzan Stempleski and Paul Arcario, Video in Second Language Teaching ,Using,Selecting,and Producing Video for Classroom (New York :Tesol Inc,1990),  50

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from real world such as TV program, or film materials. In the authentic material, several genres are used namely:

1.  Drama: This category includes most video, TV and film material with scripted dialogue or dramatic elements, such as TV soap operas, drama series , etc.

2.  Documentaries : Documentary is non fictional or unscripted such as TV news program. National geographic, wildlife documentary,  etc.

3.  TV commercials : All of kinds of TV or cinema advertising' materials.

4.  Music videos: This video generally not only used to refer pop music videos but also include song and musical video from TV life show or cinema musicals.

4.  Students level

The use of video should be suited to the students' level. The video that is used by the teacher should not run ahead of the children's level of maturity and language mastery in their native language[16] . If the video is difficult to be learnt, it will not give students some assistance in their activity. It will add the students' burden in their activity.

5.  Purpose or objective of the study

The use of video should be suited with the purpose of the study. It is very important, since video is seen as a raw material that can be used, as it likes. As grouped by Stemplesky and Tomalin said that there are several types of purpose in the use of video in language teaching learning process, such as active viewing,

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[16]Kathleen M.Bailey, New Ways in Teaching  Speaking (Illincois : Panthagraph: Printing , 1994), 18

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grammar, vocabulary, pronunciation, listening/speaking, and reading/writing, testing, cross cultural. Active viewing itself is a basic activity, in which it will engage students and introduce them to the content of each sequence[17]. However, most of video sequences can serve more than one purpose. It depends on the teacher's objectives for the lesson.

1. Teacher's role

Teacher has an important role for successful teaching learning process, especially in the use of video. With the easiness that is offered by the video, teacher still has a prime responsibility for succeed teaching learning process. Therefore, teacher is demanded to have not only a skill to handle the video equipment but also a skill to use various techniques for facilitating the learners.[18] General techniques

In applying video in language classroom, there are several steps to be done, namely : previewing, viewing, and post viewing activities. In previewing activities, it purposes to prepare students in viewing the video. There are several techniques such as brainstorming, short discussion of the video, or problems solving. While in the lessons with video should be enjoyable and should provide even mediocre students with a genuine sense of achievement[19].There are also several activities are recommended such as directed listening, information

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[17] Suzan stempleski and Bary Tomalin, recipes for Using Video language Teaching (New York: prentice Hall,1990), 6
[18] Penny,Ur, A course In Language Teaching Practice and Theory (Cambridge: University Press), 191
[19]Suzan stempleski and Bary Tomalin, recipes for Using Video language Teaching (New York: prentice Hall,1990), 11

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gathering, film interruptions, and second screening. The last stage is post viewing activity that is purposed to encourage and stimulate both written and oral use in target language. There are several activities that can be applied such as film summaries (both in oral and written form), discussion, comparison, role play etc. However the teacher can choose appropriate activity in each stage based on the purpose of the study.

## D. REPORT TEXT

A report text is a text that tells or describes the way things are, with reference to a range of natural, man made, and social phenomena in our environment. Advanced ESL students also need opportunities to speak in a variety of academic situation such as reporting information, summarizing, synthesizing, and debating[20]. A report text is divided into short report and long report. There is differentiation between a report and a description text. In a report text, the text contains information that classifies and describes the phenomena of our world. A report text talks about a whole class of things, e.g. bike, car, school. Moreover a description text describes a particular person, place or things. Then the social functions of the report text are as follows:

1. To inform

2. To provide information about natural and non natural phenomena

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[20] Scarcella Robin C. and Oxford RebbecaL., The Tapestry of Language Learning (Masssahusetts: Heinle& Heinle Publisher,1992), 163

3. To document, organize and store factual information on a topic, about living things like plants and animal and non living things like phones or ocean.

4. To describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment.

1. The Components of Report Text

As the report text deals with reference to a range of natural, man made, and social phenomena in our environment, first year students of senior high school must consider the significant components which build a report text. They are generic structure and language features.

2. Generic Structure

Generic structure is text structure or certain conventions for organizing text that is very urgent for creating coherent text. The report text has two significant generic structures. They are as follows:

1. General classification

   It tells what the phenomenon under discussion is

   e.g. : Whales are sea-living mammals

2. Description

   It tells what the phenomenon under discussion is like in terms of:

   1. Parts (and their functions )

   2. Qualities

   3. Habits or behaviors, if living, uses, if, non natural

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The generic structure of report text start with opening general classification. Then it may also indicate a particular aspect of the topic that is being treated (e.g. there are many different types of bike in Australia). It ends with fact about various aspects of the subject (color, shape, habits, etc) giving example companying and contrasting, describing components, and their function.

3. Language Feature

Language features are certain lexical grammatical features(tense, phrase, adjective, adverb, etc) of a language, which are, characterized the text of oral and written. Here are the characteristics of language, which are used in report text.

* The Teaching of Report

Based on literacy and education Research Network there are three major phases in curriculum of a genre approach to teaching writing, modeling of the text in context, joint-negotiation of a new text, Independent Construction of text.

1. Phase One : Modeling

In the modeling phase, a possible learning context in which report genre is only a starting point-a diagram which is a likely occasion for probing questions of information sharing by teacher and student. So, it is important both teacher and student share this immediate context. In the modeling phase, the features that will be addressed are the social function of report genre, the schematic structure of scientific report genre, and aspects of the grammar relevant to the genre.

In the society, report has become functions, house are to provide factual information, natural and non-natural phenomena, to classify, whole class of

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things, and to describe. Literacy and education Research Network explains that most report give information about the world and they can be used to document and store information subject. Besides, report classify and describe living and no-living things.

Report achieve the goals of classifying and describing phenomena by moving through specific stages. These stages reveal the schematic structure of a genre. The stages of a scientific report usually include a general classification of subject and description of the appearance, the behaviors, and the special or interesting habits of the subject, special uses if-non-living. The generic structure of report are general classification-tells what the phenomena under discussion is like in terms of parts (and their function), qualities, habits or behaviors (if living), uses (if non-living thing)

The aspect of grammar relevant to report genre the use of simple present tense-unless extinct, the use of past tense if extinct, the use of linking verbs (is, are, has, have, belongs to), the use of action verbs especially when describing behaviors. The seven aspects of language that are particular characteristic of reporting : mastery of the topic, structure which is word which is used, organization (giving general classification of news and description of the data and subject), pronunciation, performance (body language, eye contact etc) and fluency.

In this phase the teacher explained about the text and the activity that will the student do. Here after the teacher explaining about report text, she asks the

student to watch the video which she will play. The students watch the video and understand about the topic and the news.

2. Phase Two : Joint-Negotiation of A New Text

During this curriculum cycle, the teacher is still a guide but the students enter into more participation in learning report genre. Here the students are asked to discuss with their friend about the video that they have watching before. They discussed about the generic structure and the topic from the video.

3. Phase Tree : Independent Construction Of A New Text

In this stage teacher asked the students to choose and make a news to report in front of the class based on the topic which is given by the teacher. here students have to work individually and perform the individually too

**E. Hypothesis**

The Implementation of recorded report video for teaching speaking can help the students to express their idea in speaking class.. The students feel confident as reporter in front of the class to report by their own words after they watching the video of phenomenon.

Hypothesis that researcher takes in this research is "the achievement of using learning media in teaching speaking, improvement of students speaking ability and the implementation rerecorded report video for teaching speaking".

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## CHAPTER III

## RESEARCH METHODOLOGY

A. **Research Design**

This study use quantitative research. A quantitative study is best typified by an experiment designed to test a hypothesis through the use of objective instruments and appropriate statistical analyses[21].The writer used quantitative research is caused to know how is the improvement of the students  in their speaking ability after they involved in recorded report video for teaching speaking to improve students' speaking ability. By doing so the writer will try to find out whether the use of recorded report video for teaching speaking is effective or not to be use as an alternative media for teaching speaking.

In this research there are two variables, they are:

a. Independent Variable (X) is the implementation of recorded report video for teaching   speaking at MAN I Surabaya

b. Dependent Variable (Y) is to improve students' speaking ability at MAN I Surabaya. The improvement students' speaking ability is the result of assessment list after they follow the technique of recorded report video for teaching speaking by the students of X-2 class at MAN I Surabaya.

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[21] Diane3. Larsen and Michael H.Long, An Introduction to Second Language Acquisition Research (London: 4.Longman,1991), 11

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## B. Population and Sample of The research

Population is a set of all elements processing one or more attribute of interested[22] whereas the sample is a part of population is taken as representation[23] . In this research, the population are the whole of the tenth grade students in MAN I Surabaya.. The sample of data collection technique randomly based on the cluster[24]. Actually, there are five classes of the tenth grade of students in MAN I Surabaya and the writer had taken 1 class. This class is X-2 contains of 35 students. The writer chooses the tenth grade students because of they already thought about report text and they will expect to have a great experience in speaking.

## C. Source of Data

The data was collected from the score of students speaking. The modeling report text performance was recorded and analyzed by the teacher. The data of the study in the form of observation checklist, the assessment list and the questionnaire. The writer show them in the appendix

## D. Instruments

Instruments are all the things or the activities to get the data[25]

Instruments that used by the writer is scoring criteria table. The detail of each will be explained as follow.

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[22] Suharsimi Arikunto, Prosedur Penelitian Sebuah Pendekatan Praktik (Yogyakarta :Rineka Cipta, 2002), 115
[23] Sanapiah Faisal, Format –Format Penelitian (Jakarta: PT Grafindo Persada,2007), 55
[24] Ibid,65
[25] Ibid, 113

**1.** The scoring criteria table

Here, the table which is used to analyze the students score in speaking assessment, in terms of mastery, structure, vocabulary, organization, pronunciation, performance, and fluency.

**Table. 1 Scoring Criteria**

| No | Score Aspect | Criteria | Score | Maximum Score |
|----|----|----|----|----|
| 1 | Mastery | Students ability to comprehend the text include the accuracy in describing the setting, the character (s), and the news clearly | 20 | 20 |
| 2 | Structure | • No mistakes (the students do not make any mistake in grammatical sentences) | 15 | 15 |
|  |  | • Few mistakes (the students make no more than 5 mistakes in grammatical sentences) | 10 |  |
|  |  | • Many mistakes (The students make more than | 5 |  |

| | | 5 mistakes in grammatical sentences) | | |
|---|---|---|---|---|
| 3 | Vocabulary | The word which is used | 20 | 20 |
| 4 | Organization | • Description of the subject<br><br>• Description of news<br><br>• Description of data used | 15 | 15 |
| 5 | Pronunciation | • Excellent ( no mistakes )<br><br>• Good ( few mistakes )<br><br>• Fair ( much mistakes )<br><br>• Average ( a lot of mistakes ) | 10<br><br>8<br><br>6<br><br>4 | 10 |
| 6 | Performance | • Excellent ( no mistakes )<br><br>• Good ( few mistakes )<br><br>• Fair ( much mistakes )<br><br>• Average ( a lot of mistakes ) | 10<br><br>8<br><br>6<br><br>4 | 10 |
| 7 | Fluency | • Excellent ( no mistakes )<br><br>• Good ( few mistakes )<br><br>• Fair ( much mistakes )<br><br>• Average ( a lot of mistakes ) | 10<br><br>8<br><br>6<br><br>4 | 10 |

(Adopted from Purwati )

The score range

➢ 85 – 100    : Excellent

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- ➤ 75 – 85         : Very good

- ➤ 55 – 75         : Good

- ➤ 45 – 55         : Fair

## E. Data Collection Technique

The data will be taken after all the instruments are set up and all of the procedure of the research has been done. The teaching learning process was recorded in the checklist. The data would be taken in each meeting. After the recorded report video given as a material of teaching learning, the students were asked to make the oral report in turn and their voice were recorded in the assessment list. Tutik Susmiati , the classroom teacher, will fill the observation checklist and help the researcher in scoring the students performance. The researcher and the classroom teacher will fill the assessment list and their scores are the agreed score.

**1.** The assessment list

The assessment list is an instrument to collect the data, which will use to list the score from each student performance. The assessment list contains of mastery, structure, vocabulary, organization, pronunciation, performance, and fluency.

Interview is an instrument to collect the data, which will use to list question and the source is classroom's teacher. The list of question contains of the definition of learning media and the types of learning.

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2. The observation checklist

Observation is data collecting on human behavior that most commonly involves sight or visual data collection as that via other senses, such are hearing, touching, or smelling[26]. In observation checklist just needed visual sense in collecting the data. The process of teaching speaking by using news reporting video during modeling report text will done and send to fill the observation checklist. Doing the observation, the researcher need and observation checklist to give a sign to the appropriate column in order to control whether the determined target can be reached or not. The observation checklist is in the form of "yes" and "no" answer. The content of observation checklist will be connected with process of teaching speaking using news reporting video during modeling of text.

**3**. The Questionnaire

The questionnaire is a list of question to be answered by a number of people[27]. In this study; the questions were answered by the students to find out the respond of the students about the use of phenomenon video as teaching material.

Here, the researcher used three kinds of techniques to get the data, that to avoid mistakes or errors, which may occurs if there is only one technique. The writer also used some equipment such as VCD cassette and VCD player to give the material.

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[26] Ibid., 19.
[27] Sanapiah Faisal, Format –Format Penelitian (Jakarta: PT Grafindo Persada,2007),123

## E. Data Analysis Technique

The data obtained through the observation, the students assessment and the students response. The first data will collect from observation checklist. The second data was collected from the students' performance in the assessment time. The third data will collect from the questionnaire.

To present the interpretation, she describes those data based on the research problems on the previous chapter. Firstly, the researcher described the process of recorded report video for teaching speaking in each meeting. Then she analyzed the assessment list and responds of the questionnaire by statistic method.

Next, she will describe the result of students' performance on each assessment. Then, the score would be analyzed to find out if the speaking progress. It will used to measure students progress during the first assessment until the final assessment using paired test, normality test, homogeneity test.

a. Paired Test

Paired test is the way to know is there any effect or not from the experiment[28].

The Formula :
$$t = \frac{\bar{d}}{S_{d/\sqrt{n}}}$$

$$\bar{d} = \frac{\sum_{i=1}^{n}(y_i - x_i)}{n}$$

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[28] Sugiyono, Statistika Untuk Pendidikan (Bandung : 2007),122

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$$Sd = \sqrt{\frac{\left(\Sigma d^2 - n\,\bar{d}^2\right)}{n - i}}$$

b. Normality Test

Normality test is the way to know what is the sample from the population has distribute normal or not. The writer used normality test Chi Kuadrat method[29].

The Formula :

$$x^2 = \Sigma \frac{(oi - Ei)^2}{Ei}$$

c. Homogeneity test

Homogeneity test is the way to know the variant of the population is homogeneous or not.

The Formula :

The Bigger Variant : $\dfrac{\sum[(a_{i+}b_i) - \bar{x}(a_{i+}b_i)]^2}{2(n-1)}$

The smaller Variant : $\dfrac{\sum[(a_{i-b_i}) - \bar{x}(a_i - b_i)]^2}{2n}$

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[29] Subana, Statistik Pendidikan, (Bandung : pustaka setia,2000), 128

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## CHAPTER FOUR

## FINDING AND ANALYSIS

In accordance with the problems of the study, this chapter presents the data analysis and its results elicited through the procedures described in the previous chapter. The data analysis deals with four parts of analysis. They are of (1) the implementation of recorded report video for teaching speaking to improve students' speaking ability, and (2) the responses of students after using the recorded report video for teaching speaking to improve students' speaking ability (3) the improvement of students' speaking ability.

A. **The Implementation of Recorded Report Video for Teaching Speaking to Improve Students' Speaking Ability**

In the first meeting the researcher as the teacher, the researcher introduce herself in front of the class and explain what should the students do in the class. She will take the data from them for her thesis. She starts from pretest, she explain what should they do in the class. She gives the example of material about generic structure of the text, the topic is about animal.

Crocodile

Generic Structure

Generic classification: There are crocodile in the salt water of the North Australia.

There is a growing problem in the North Australia, salt water the crocodile number's exploded.

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Description

Description of Habits : They like moving in the new district and attack the human who swim in the salt water of the North Australia. They swim along the coast and even up to sea.

Description of parts :     The crocodiles have 3 meters line along body.

After they wrote the researcher asked to them read aloud in front of the class but the result of test they have fair score because of they are copying each other and their pronunciation is bad.

The researcher do the test again for the pre test in the second meeting giving the material. The topic is about event.

Generic Structure

Generic classification: There is afire in market last night. As we now Pasar Turi was the biggest market in Surabaya the entire house equipment suppliers always buy the needs in pasar Turi.

Description

Description of  events : The security guard of the market said that the fire burning start from the inside the building and until now no one know what caused the fire. When the fireman crews come the fire got bigger and then finally a big explosion couldn't be avoided. The fireman can't go inside the building they just try to keep the fire off by splashing the water.

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Description of place :    The side of the building has been burned and the people can rescue no things. What is exactly caused investigation to find the caused.

The result is most of the students get good score. They present their writing in front of the class by reading aloud.

In the third meeting, the teacher will do the post test. The teacher asked the students to watch the video carefully because after they watch video they present as reporter in front of the class. The video is about place.

Generic structure

Generic Classification : Paris the capital of France. Situated in the heart of Europe, with the monuments, arts, gallery and museum it becomes one of the tourist most popular destination.

Description

Description of place   : This city can upward because the geology, it was surrounded by the hills and river Seine. Much of the stone under the road so brittle for restrain weight of the sky scraper building.

Description of Parts   :History Paris is about engineering and the science, some time in the third century, Paris is a Celse Gauls quarter built defense fortress for nature obstacle. An island in the river Seine, fortress their village to keep away from the aggressor until 58 years by coming of Rumanian. Rumanian called

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their place Lutecia. They changed became as Roman town
with a bridge to connect an island with the two bank of river
Seine. They expanded the Paris up to the river left bank.
Now, still called as Latin Quarter.

The result the students got good score, they write well about place and they speak fluently as reporter. They very interested with the method of post test

## B. The Responses of Students after Using The Recorded Report Video for Teaching Speaking to Improve Students' Speaking Ability.

| | Question Statement | | Students' Responses | | | |
|---|---|---|---|---|---|---|
| | | | I like It | | I don't like it | |
| No | Do you like to: | | Equals | % | Equals | % |
| A. | English Subject, especially in speaking | | 35 | 100 | - | - |
| B. | The use of recorded report video in teaching | | 34 | 97.1 | 1 | 2,8 |
| C. | Oral report activity as one of technique in teaching speaking | | 28 | 80 | 7 | 20 |
| | Average Percentage | | 32,3 | 92,4 | 2,7 | 7,6 |

| | Question Statement | | Students' Responses | | | |
|---|---|---|---|---|---|---|
| | | | Interested in | | Not interested in | |
| No | Are you interested in : | | Equals | % | Equals | % |
| D. | Oral report activity | | 30 | 85,7 | 5 | 14,3 |

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| E. | About the topics are given | 31 | 88,6 | 4 | 11,4 |
|----|----------------------------|----|------|---|------|
|    | Average Percentage         | 30,5 | 87,1 | 4,5 | 12,9 |

| | Question Statement | | Students' Responses | | |
|----|----------------------------------------------|--------|------|--------|------|
| | | Helpful | | Not helpful | |
| No | Does the oral report activity can help you : | Equals | % | Equals | % |
| F. | To express your idea in speaking class | 32 | 91,4 | 3 | 8,6 |
| G. | To give motivation to be more active in speaking class | 31 | 88,6 | 4 | 11,4 |
| H. | To know how to report orally | 34 | 97,1 | 1 | 2,8 |
| I. | In speaking activity | 35 | 100 | - | - |
| | Average Percentage | 33 | 94,3 | 2 | 5,7 |

## C. **The Improvement of Students' Speaking Ability**

A. Paired Test

| No. | Pre test  (x) | Post test    (y) | Difference (d) | d^ |
|-----|---------------|------------------|----------------|-----|
| 1. | 50 | 70 | 20 | 400 |
| 2. | 70 | 80 | 10 | 100 |
| 3. | 70 | 70 | 0 | 0 |
| 4. | 60 | 70 | 10 | 100 |
| 5. | 70 | 80 | 10 | 100 |

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| | | | |
|---|---|---|---|
| 6. | 70 | 80 | 10 | 100 |
| 7. | 80 | 70 | -10 | 100 |
| 8. | 70 | 80 | 10 | 100 |
| 9. | 60 | 70 | 10 | 100 |
| 10. | 70 | 60 | -10 | 100 |
| 11. | 80 | 80 | 0 | 0 |
| 12. | 70 | 60 | -10 | 100 |
| 13. | 60 | 70 | 10 | 100 |
| 14. | 70 | 60 | -10 | 100 |
| 15. | 80 | 80 | 0 | 0 |
| 16. | 70 | 70 | 0 | 0 |
| 17. | 70 | 60 | -10 | 100 |
| 18. | 70 | 80 | 10 | 100 |
| 19. | 50 | 80 | 30 | 900 |
| 20. | 60 | 70 | 10 | 100 |
| 21. | 70 | 70 | 0 | 0 |
| 22. | 80 | 70 | -10 | 100 |
| 23. | 60 | 80 | 20 | 400 |
| 24. | 50 | 70 | 20 | 400 |
| 25. | 60 | 60 | 0 | 0 |
| 26. | 70 | 70 | 0 | 0 |

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| 27. | 70 | 60 | -10 | 100 |
|-----|-----|-----|-----|-----|
| 28. | 50 | 60 | 10 | 100 |
| 29. | 60 | 70 | 10 | 100 |
| 30. | 80 | 90 | 10 | 100 |
| 31. | 80 | 80 | 0 | 0 |
| 32. | 70 | 70 | 0 | 0 |
| 33. | 70 | 80 | 10 | 100 |
| 34. | 60 | 80 | 20 | 400 |
| 35. | 70 | 60 | -10 | 100 |
|  | Total |  | 160 | 4600 |

$$t = \frac{\bar{d}}{S_{d/\sqrt{n}}}$$

$$\bar{d} = \frac{\sum \left( \bar{g}_i - x_i \right)}{n}$$

$$Sd = \sqrt{\frac{\left( \Sigma d^2 - n\bar{d}^2 \right)}{n - i}}$$

NB:

x = Pretest

y = Post test

d = difference

$\bar{d} = rata$ -rata selisih (average difference )

Sd = Standard deviation

n = the total of sample

$\alpha = 0.05$

$$\bar{d} = \frac{160}{35} = 4,57$$

$$sd = \sqrt{\frac{\left(4600 - 35.\left(4,57^2\right)\right)}{(35-1)}}$$

$$= \sqrt{\frac{(4600 - 370,97)}{34}}$$

$$= \sqrt{\frac{3869,03}{34}}$$

$$= \sqrt{113,795}$$

$$= 10,667$$

$$t = \frac{4,57}{10,667/\sqrt{35}}$$

$$= \frac{4,57}{18} = 2,539$$

$t_{test} = 2,539$

dk= $n_1 + n_2$ = 35+35-2= 68

$t_{tab} = 2,000$

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The conclusion : there is a significant influence in this test because $t_{test} > t_{tab}$

B. Normality Test

$$x^2 = \Sigma \frac{(oi - Ei)^2}{Ei}$$

1. $\bar{X} = 67,14$

2. sd = 8,93

3. K = 1+3,3 log (n)

   = 1+3,3 log.35

   = 1+3,3.1,54

   = 6,082

   = 6

   • stretch = the bigger score – the smaller score

           = 80 -50

           =30

   * length of class = R/K= 30/6 = 5

4. 50-54

   55-54

   60-64

   65-69

70-74

75-79

80-84

Table 1

d.  The list of Observed frequency

| class Interval | Limit class | 2 limit class | Wide of table | $E_i$ | $o_i$ | $\dfrac{(o_i - E_i)^2}{E_i}$ |
|---|---|---|---|---|---|---|
| | 49,5 | -1,98 | | | | |
| 50-54 | | | 0,0541 | 1,8935 | 4 | 2,3435 |
| | 54,5 | -1,42 | | | | |
| 55-59 | | | 0,1169 | 4,0915 | 0 | 4,0915 |
| | 59,5 | -0,86 | | | | |
| 60-64 | | | 0,1872 | 6,552 | 8 | 0,3200 |
| | 64,5 | -0,30 | | | | |
| 68-69 | | | 0,0153 | 0,5355 | 0 | 0,5355 |
| | 69,5 | 0,26 | | | | |
| 70-74 | | | 0,1913 | 6,6955 | 17 | 15,8588 |
| | 74,5 | 0,82 | | | | |
| 75-79 | | | 0,1223 | 4,2805 | 0 | 4,2805 |
| | 79,5 | 1,30 | | | | |
| 80-84 | | | 0,0576 | 2,0160 | 6 | 7,8731 |

| | 84,5 | 1,94 | | | | |
|---|---|---|---|---|---|---|
| Total | | | | | | 35,3029 |

$$Z_1 = Z_{-1,98} - Z_{-1,42}$$

$$= 0,4761 - 0,422$$

$$Z_2 = Z_{-1,42} - Z_{-0,86}$$

$$= 0,422 - 0,3051$$

$$Z_3 = Z_{-0,86} - Z_{-0,30}$$

$$= 0,3051 - 0,1179$$

$$Z_4 = z_{-0,30} - Z_{-0,26}$$

$$= 0,1179 - 0,1026$$

$$Z_5 = Z_{0,26} - Z_{0,82}$$

$$= 0,026 - 0,2939$$

$$Z_6 = Z_{0,82} - Z_{1,38}$$

$$= 0,2939 - 0,4162$$

$$Z_7 = Z_{1,38} - Z_{1,94}$$

$$= 0,4162 - 0,4738$$

$D_{tab} = 44,46$

The conclusion : the sample is normal distribute because $D_{test} < D_{tab}$

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C. Homogeneity Test

| No | $a_i$ | $b_i$ | $a_i + b_i$ | $(a_i + b_i) - \bar{X}_{(a_i + b_i)}$ | $\left[(a_i + b_i) - \bar{X}_{(a_i + b_i)}\right]^2$ |
|----|-------|-------|-------------|----------------------------------------|------------------------------------------------------|
| 1 | 50 | 70 | 140 | 140-144 = -4 | 16 |
| 2 | 70 | 80 | 150 | 6 | 36 |
| 3 | 70 | 70 | 140 | -4 | 16 |
| 4 | 60 | 70 | 130 | -14 | 196 |
| 5 | 70 | 80 | 150 | 6 | 36 |
| 6 | 70 | 80 | 150 | 6 | 36 |
| 7 | 80 | 70 | 150 | 6 | 36 |
| 8 | 70 | 80 | 150 | 6 | 36 |
| 9 | 60 | 70 | 130 | -14 | 196 |
| 10 | 70 | 60 | 130 | -14 | 196 |
| 11 | 80 | 80 | 160 | 16 | 256 |
| 12 | 70 | 60 | 130 | -14 | 196 |
| 13 | 60 | 70 | 130 | -14 | 196 |
| 14 | 70 | 60 | 130 | -14 | 196 |
| 15 | 80 | 80 | 160 | 16 | 256 |
| 16 | 70 | 70 | 140 | -4 | 16 |
| 17 | 70 | 60 | 130 | -14 | 196 |
| 18 | 70 | 80 | 150 | 6 | 36 |

| | | | | | |
|---|---|---|---|---|---|
| 19 | 50 | 80 | 140 | -4 | 16 |
| 20 | 60 | 70 | 130 | -14 | 196 |
| 21 | 70 | 70 | 140 | -4 | 16 |
| 22 | 80 | 70 | 150 | 6 | 36 |
| 23 | 60 | 80 | 140 | -4 | 16 |
| 24 | 50 | 70 | 120 | -24 | 576 |
| 25 | 60 | 60 | 120 | -24 | 576 |
| 26 | 70 | 70 | 140 | -4 | 16 |
| 27 | 70 | 60 | 150 | 6 | 36 |
| 28 | 50 | 60 | 110 | -34 | 156 |
| 29 | 60 | 70 | 130 | -14 | 196 |
| 30 | 80 | 90 | 170 | 26 | 676 |
| 31 | 80 | 80 | 160 | 16 | 256 |
| 32 | 70 | 70 | 140 | -4 | 16 |
| 33 | 70 | 80 | 150 | 6 | 36 |
| 34 | 60 | 80 | 140 | 4 | 16 |
| 35 | 70 | 60 | 130 | -14 | 196 |
| $\sum$ | | | 5040 | | 6180 |

$\bar{x}(a_i + b_i) = 144$

The bigger variant :   $\dfrac{6180}{2\,(34)}$   $=$   $\dfrac{6180}{68}$

= 90,88

| No | $a_i$ | $b_i$ | $a_i - b_i$ | $(a_i - b_i) - \bar{X}_{(a_i - b_i)}$ | $\left[(a_i - b_i) - \bar{X}_{(a_i - b_i)}\right]^2$ |
|---|---|---|---|---|---|
| 1 | 50 | 70 | -20 | -14,57 | 212,28 |
| 2 | 70 | 80 | -10 | -4,57 | 20,88 |
| 3 | 70 | 70 | 0 | 5.43 | 29,48 |
| 4 | 60 | 70 | -10 | -4,57 | 20,88 |
| 5 | 70 | 80 | -10 | -4,57 | 20,88 |
| 6 | 70 | 80 | -10 | -4,75 | 20,88 |
| 7 | 80 | 70 | 10 | 15,43 | 238 |
| 8 | 70 | 80 | -10 | -4,57 | 20,88 |
| 9 | 60 | 70 | -10 | -4,75 | 20,88 |
| 10 | 70 | 60 | 10 | 15,43 | 238 |
| 11 | 80 | 80 | 0 | 5,43 | 29,48 |
| 12 | 70 | 60 | 10 | 15,43 | 238 |
| 13 | 60 | 70 | -10 | -4,57 | 20,88 |
| 14 | 70 | 60 | 10 | 15,43 | 238 |
| 15 | 80 | 80 | 0 | 5,43 | 29,48 |
| 16 | 70 | 70 | 0 | 5,43 | 29,48 |

| | | | | | |
|---|---|---|---|---|---|
| 17 | 70 | 60 | 10 | 15,43 | 238 |
| 18 | 70 | 80 | -10 | -4,57 | 20,88 |
| 19 | 50 | 80 | -30 | -24,57 | 603,68 |
| 20 | 60 | 70 | -10 | -4,57 | 20,88 |
| 21 | 70 | 70 | 0 | 5,43 | 29,48 |
| 22 | 80 | 70 | 10 | 15,43 | 238 |
| 23 | 60 | 80 | -20 | -14,57 | 212,88 |
| 24 | 50 | 70 | -20 | -14,57 | 212,28 |
| 25 | 60 | 60 | 0 | 5,43 | 29,48 |
| 26 | 70 | 70 | 0 | 5,43 | 29,48 |
| 27 | 70 | 60 | 10 | 15,43 | 238 |
| 28 | 50 | 60 | -10 | -4,57 | 20,88 |
| 29 | 60 | 70 | -10 | -4,57 | 20,88 |
| 30 | 80 | 90 | -10 | -4,57 | 20,88 |
| 31 | 80 | 80 | 0 | 5,43 | 29,48 |
| 32 | 70 | 70 | 0 | 5,43 | 29,48 |
| 33 | 70 | 80 | -10 | -4,57 | 20,88 |
| 34 | 60 | 80 | -20 | 14,57 | 212,28 |
| 35 | 70 | 60 | -10 | -4,57 | 20,88 |
| $\sum$ | | | -190 | | 3.676,24 |

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# CHAPTER FIVE

## CONCLUSION AND SUGGESTION

This chapter will present the conclusion and suggestion of the study.

### A. Conclusion

Based on the finding and discussion, it could be concluded that :

1. The teacher used the suitable material and appropriate technique of using recorded report video in teaching speaking process. The teacher had used the material the material, which did not cause the students boredom. The teaching material also helped the students to add their vocabularies and make their pronunciation better. In teaching learning process, the teacher applied the procedure of teaching speaking by using recorded report video as suggested by Bailey and Savage. In the pre test the students learn about writing based on the topic which suggested by the teacher and oral activity means after they write, they must read their writing in front of the class. In the post test, the students watching the video after that they must write based on the topic which suggested by the teacher and they must be act as the reporter in front of the class and they interest with this technique so they showed the progress in their speaking after was implicated this technique according the data analysis in their score on pre test and post test.

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2. The students' responses toward the implementation of recorded report video for teaching speaking were good. It means they have progress in speaking in the score pre test and post test, there are significant influence based on the data analysis in paired test. In addition the recorded report video is suitable material to teach report text it provided them with new vocabularies, interesting news, well pronunciation and intonation. The students enjoyed their speaking class. They were also motivated in learning English more.

   Moreover, the recorded report video could be in the process of teaching report text in speaking at MAN I Surabaya students.

3. Most of the students are good in their oral report activity. Some of them get an excellent mark. It means that some of them are able to speak the language with sufficient structural accuracy. In the paired test shows that progress of the students' speaking skill ability after they watched video. In the normality test shows that the data is normal distribute. In the homogeneity test shows that the sample of population is homogeneous.

**B**. **Suggestion**

There are some suggestions in teaching process.

1. For the teacher : First ,the teacher should be active in finding the interesting material to teach speaking. The material should be enjoyable for the students to motivate them in learning English.

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Second, the teacher should be selective in choosing the topics are

given. Finally, the teacher should encourage the students to learn

English by the media.

2. For another researcher : They should conduct another research, which

is more motivated and interesting for the students and also improving

all their skills. They can also make another research which is only

concentrate on one or some specifies criteria to score the students'

speaking.

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