

The Effect of Using Video on Students' Speaking Achievement

A THESIS

In Partial Fulfillment of the Requirements
for *Sarjana* Pendidikan Degree
in English Language Teaching



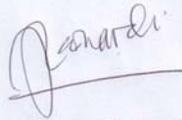
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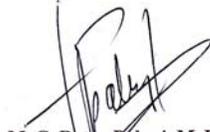
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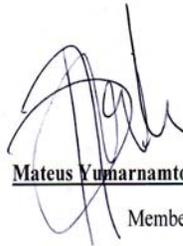
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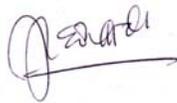
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TABLE OF CONTENT

Approval Sheet (I)	i
Approval Sheet (II)	ii
Acknowledgements	iii
Table of Content	v
Abstract	vii
Chapter I : Introduction	1
1.1 Background of the Problem.....	1
1.2 Statement of the Problem.....	4
1.3 Objective of the Study.....	4
1.4 Significance of the Study.....	5
1.5 Scope and Limitation of the Study.....	5
1.6 Theoretical Framework.....	6
1.7 Hypothesis.....	7
1.8 Assumptions.....	8
1.9 Definition of Key Terms.....	8
1.10 Organizaion of the Study.....	10
Chapter II : Review of Related Literature	11
2.1 TEFL.....	11
2.2 Nature of Speaking.....	12
2.2.1 A Successful Speaking Activity.....	13
2.2.2 How to Test Speaking.....	14
2.3 Some Approaches in Language Teaching.....	17
2.3.1 Communicative Competence.....	17
2.3.2 Communicative Approach.....	19
2.3.3 Cognitive Approach.....	21
2.4 Some Techniques of Teaching Speaking.....	24
2.4.1 Video Technique.....	24
2.4.1.1 Using Video in ESL/EFL Classes.....	25
2.4.1.2 How Video Can Help.....	25
2.4.1.3 Guidelines for Teaching with Video.....	26
2.4.1.4 Processing Authentic Video Materials.....	27
2.4.2 Role Play Technique.....	29
2.4.2.1 The Advantages of Role Play.....	29
2.4.2.2 Kinds of Role Play.....	30
2.4.2.3 How to Organize Role Play.....	31
2.5 Previous Studies.....	31
Chapter III : Research Methods	33
3.1 Research Design.....	33
3.1.1 Form.....	33
3.1.2 Variables.....	34

3.1.3	Time Allocation.....	35
3.1.4	Instructors.....	36
3.1.5	Materials.....	36
3.2	Population and Sample.....	37
3.3	Research Instrument.....	37
3.3.1	The Try Out of the Instrument.....	38
3.3.2	Test Validity.....	39
3.4	Treatments.....	39
3.5	Research Data.....	40
3.5.1	Procedures of Collecting Data.....	40
3.5.2	Techniques of Data Analysis.....	41
Chapter IV	: Data Analysis and Interpretation of the Findings.....	43
4.1	Data Analysis	43
4.2	Interpretation of the Findings.....	47
Chapter V	: Conclusion and Suggestions.....	52
5.1	Conclusion.....	52
5.2	Suggestions.....	54
5.2.1	Suggestion for English Speaking Teachers.....	54
5.2.2	Suggestion on the Speaking.....	55
5.2.3	Suggestion for Students.....	55
5.2.4	Suggestion on Further Research.....	56
Bibliography		58
Appendix		61

ABSTRACT

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Keywords: Speaking I, video, role play, speaking achievement

Speaking is the primary skill compared to other skill, because almost all speakers of a language can orally use the language to carry out their daily activities and to communicate all events and experiences they are involved in to other speakers. In English Department of Widya Mandala, there are four speaking series that should be taken by the students. In fact, many teachers in the English Department still use simple techniques of teaching speaking, in this case is role play. Many teachers use this way of teaching method because it is practical and its preparation doesn't take so much time and effort. On contrast, teachers have to use some technique to attract the students and create a lively atmosphere in class by using video which can be interesting for the students. Arcario (1993) emphasizes the important features of video because of its extended context, interesting content, rich visual imagery, and often exaggerated actions and gestures of video (film) that provide students with multi-sensory input that is close to what they would find in real-life communication. This in turn will make the students be more productive in oral communication. For those reasons, the writer made an experiment study that has statement of the problem: "Is there any significant difference on the speaking achievement of English Department students who are taught by means of video and those who are taught by role play?"

In conducting the study, the writer compared video and role play technique based on communicative approach. Also, for the subject, she made use of students who take Speaking I, because the objective of Speaking I, based on 2006 Curriculum of the English Department, is that students are able to handle daily conversation. Then, there were experimental and control groups for treatments. Moreover, the writer used available mid-term test to equalize students' speaking ability. Then, there was speaking test to test validity and reliability of the result.

After the data obtained were analyzed, the writer found out that there is no significant difference on the speaking achievement of students who are taught using the video and that those who are taught using role play technique. Some possible causes were: (1) The number of treatments, (2) The difficulty in finding relevant videos, (3) The test form, (4) Lack of practice, and (5) Learning factors to support speaking abilities.

The Writer