

USING AUDIO – VIDEO MEDIA TO IMPROVE SPEAKING SKILL

(A Classroom Action Research at Tenth Grade Students of SMK Pancasila 12
Paranggupito, Wonogiri in the Academic Year of 2015/2016)

A THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree of
Language Education Programme



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GRADUATE PROGRAME

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APPROVAL

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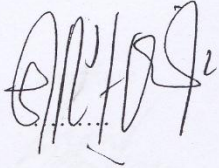
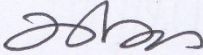
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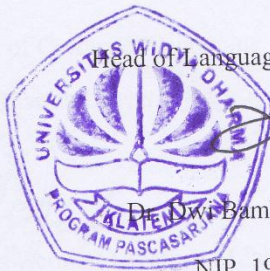
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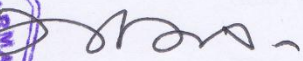
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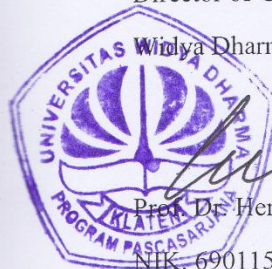
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(A Classroom Action Research at Tenth Grade Students of SMK
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It is not plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawel or cancellation of my academic degree.

Klaten, 2016

The writer,



Oktavianto Eka Indriawan

DEDICATION

To:

1. Martono, my beloved father
2. Dwi Pratiyani, my beloved mother
3. Nurul Choiria, my beloved wife
4. Malaeka Letysa Choirindra, my beloved daughter
5. Arif Nur Budhiawan, my beloved younger brother
6. The big family of SMK Pancasila 12 Paranggupito

MOTTO

1. Life isn't about getting and having, it's about giving and being.

(Kevin Kruse)

2. Life as if you were to die tomorrow. Learn as if you were to live forever.

(Mahatma Gandhi)

3. No one is perfect but it is not denied to be perfect one.

4. Keep trying!!!

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First of all, researcher would like to praise to God, the Almighty for the blessing and mercy given to his in finishing this thesis. The thesis entitled **“Using Audio – Video Media to Improve Speaking Skill (A Classroom Action Research at Tenth Grade Students of SMK Pancasila 12 Paranggupito, Wonogiri in the Academic Year of 2015/2016)”**. Presented as partial fulfillment of the requirements for the magister degree of language education programme.

In doing this study, researcher realizes that it is impossible finish it without contributions, helps, suggestions, comments, and revisions for many people. So researcher would like express her thanks and deep appreciation to:

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In writing this thesis, researcher realizes that there are many lacks and stilol far from being perfect. So, He needs advises and positive critism for the improvment.

Finally, researcher would like to thank to everybody who wants to read this manuscripts which is hopefully useful anyone concerned especially for the English teacher.

Klaten, 2016

Oktavianto Eka Indriawan

TABLE OF CONTENTS

APPROVAL	i
ACCEPTENCE	ii
PRONOUNCEMENT	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENT	vi
TABEL OF CONTENTS	viii
LIST OF FIGURES	xii
LIST OF TABLE	xiii
TABEL OF APENDICES	xv
ABSTRACT	xvi
ABSTRAK	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem	5
D. Problem Statement	6
E. Objective of thye Research	6
F. Significance of the Research	6
CHAPTER II UNDERLYING THEORIES	8
A. Theoretical Review	8

1. The Natural of Speaking	8
2. Teaching Speaking	9
a. Characteristics of Spoken Language	10
b. Type of Spoken Language	11
c. Micro and Macro Speaking Skill of Speaking	12
d. Criteria of Good Speaking Skill	13
e. Classroom Speaking Activities	15
f. Type of Speaking Performance	17
g. Teaching Speaking in Vocational High School	18
3. Media	20
a. Definition of Media	20
b. Functions of Media in Teaching Learning Process	21
c. Type of Media	23
4. Videos	23
a. Definition of Media.....	23
b. Type of Videos	25
c. The advantages of using videos in teaching and Learning Process	26
d. Criteria in Selecting Videos	28
e. The use of videos Teaching and Learning Process.....	28
f. Video Teaching Techniques	31
1) Viewing techniques	31
2) Listening (and mixed) techniques	33
B. The Relevant Studies	36
C. Conceptual Framework	39
D. Action Hypothesis	41
CHAPTER III RESEARCH METHOD	43
A. Research Design	43
B. Setting of the Study	45
C. Subject and Object of the Study	45

D. The Procedure of the Study	46
E. Performance Indicator	47
F. Technique of Collecting Data	48
1. Observation	48
2. Test	48
G. Technique of Analyzing Data	49
1. Observation sheet	50
2. Speaking test	50
H. Validity and Reliability	51
1. Democratic Validity	52
2. Outcome Validity	52
3. Process Validity	53
4. Catalytic Validity	53
5. Dialogic Validity	53
I. Schedule of the Research	54
CHAPTER IV RESEARCH FINDING AND DISCUSSION	56
A. Reconnaissance	56
1. Identification of the Field Problems	56
2. Selecting the Field Problems to be solved	56
3. Research problems	60
4. Determining the Actions to solve the Field Problems	61
5. Action Plans	64
B. The Implementation of the Actions	65
1. The implementation of Cycle 1	65
a. Plans of Cycle 1	65
b. Actions and Observation in Cycle 1	68
c. Reflection of Cycle 1	78
d. Findings of Cycle 1	80
2. The implementation of Cycle 2	81
a. Plans of Cycle 2	81

b. Actions and Observation in Cycle 2	86
c. Reflection of Cycle 2	89
d. Findings of Cycle 2	91
C. The result of Speaking Test	93
D. Discussions	95

CHAPTER V CONCLUSSIONS,

IMPLICATIONS AND SUGGESRIONS	101
A. Conclusions	101
B. Implication	102
C. Suggestions	103
BIBLIOGRAPHY	105
APPENDICES	107

LIST OF FIGURES

Figure	Page
1. Conceptual Framework	41
2. Cyclical AR model (Kamnis and McTaggart, 1988)	43
3. Interactive model of analysis (Miles & Huberman, 1984)	49
4. Students activity in Pre-cycle	59
5. The schema of the main field problems	63
6. Class activity in cycle 1 when doing teaching and learning process in 1 st meeting	71
7. Students activity in cycle 1. 2 nd meeting	77
8. Class activity when teaching and learning process in cycle 2	89

LIST OF TABEL

Table	Page
3.1 The improvement of students speaking achievement	47
3.2 The improvement of observation result	47
3.3 Research schedule	54
4.1 The field problems found during the teaching and learning process	57
4.2 The students pre-test mean score	59
4.3 The feasible field problems to be soled	60
4.4 The teaching and learning scenario in Cycle 1	67
4.5 The students mean score in Cycle 1	80
4.6 Finding in the Cycle 1	81
4.7 The relation of the problems, actions, and the expeced situatuation in Cycle 2	83
4.8 Teaching and learning scenario in Cycle 2	85
4.9 The students mean score in Cycle 2	91
5.0 The improvements in teaching and learning process of speaking during Pre Cycle, Cycle 1 and Cycle 2	92
5.1 The result of the students speaking skill in pre-cycle, cycle 1 and cycle 2 ...	94

TABEL OF APPENDICES

Appendices	Page
1. Course grid	108
2. Lesson plan pre cycle	117
3. Lesson plan cycle 1	133
4. Lesson plan cycle 2	149
5. Interview guidelines	162
6. Interview transcripts	164
7. Scoring rubic	172
8. Students pre cycle scores	174
9. Students cycle 1 scores	176
10. Students cycle 2 scores	178
11. Attendance list	180
12. The observation sheets	182
13. The observation checklist in pre cycle	184
14. The observation checklist in cycle 1.....	186
15. The observation checklist in cycle 2	188
16. Pre-test and post-test	190

ABSTRACT

Oktavianto Eka Indriawan, NIM 14PSCO1668, Using Audio – Video Media to Improve Speaking Skill (A Classroom Action Research at Tenth Grade Students of SMK Pancasila 12 Paranggupito, Wonogiri in the Academic Year of 2015/2016). Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2016.

This research is an action research and conducts and collaboratively with the English teacher. The subjects of the research are 23 students in Class X accountancy of SMK Pancasila 12 Paranggupito, Wonogiri. The objective of this research are : 1) to investigate whether audio video media able to improve students competence in speaking. 2) to describe class situation when audio video use in class X accountancy students of SMK Pancasila 12 Paranggupito, Wonogiri in academic year 2015/2016.

The research consists of three cycles, pre action cycle use to obtain the data before treatment. Then two cycles, more are use to obtain data after treatment and apply the techniques. Each cycle (cycle 1 and cycle 2) covers mine stages including reconnaissance, planning, actions and observations, and reflections. The data in this research are in the form of interview transcripts, field notes and students mean scores. They were obtained by interviewing the English teacher as the collaborator and the students, observing the teaching and learning process, and conducting pre cycle, cycle 1 and cycle 2. The instruments of this research are observation sheet, interview guidelines, and speaking scoring rubric. The data are analyzed from field notes, interview transcripts and students mean scores. To meet the validity and reliability the researcher uses time and investigator triangulation. In term of validity, the researcher uses democratic, catalytic, process, outcomes, and dialogic validity.

The result of the average score of speaking test in pre cycle is 2.42, cycle 1 is 2.62. The result doesn't achieve the target average score in this research is >3.25. While on the classroom observation that is done in the pre cycle and cycle 1, it was found that students involvement in process of speaking is 43.47% and 60,86%. Therefore, the actions are processed to the second cycle by revising pre cycle and cycle such as: optimalizing students participation in the process of activities and giving information related to the speaking test. The result of the average score of speaking test in cycle 2 is better 3.7 and students involvement in the speaking process improved to 82,60% (in cycle 2). Based on the results, it can be concluded that the using audio video media can improved student speaking skill. Than it is suggests to the English teacher to apply audio video media as the alternative media of English teaching media, especially in teaching speaking.

Key words: Audio-Video Media, Students Speaking

ABSTRAK

Oktavianto Eka Indriawan, NIM 14PSCO1668, Using Audio – Video Media to Improve Speaking Skill (A Classroom Action Research at Tenth Grade Students of SMK Pancasila 12 Paranggupito, Wonogiri in the Academic Year of 2015/2016). Thesis. Jurusan Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten, 2016.

Penelitian ini merupakan penelitian tindakan kelas dan dilaksanakan kolaboratif dengan guru bahasa Inggris. Subyek penelitian adalah 23 siswa kelas X akuntansi SMK Pancasila 12 Paranggupito, Wonogiri. Penelitian ini bertujuan: 1) untuk mengetahui/ mengamati apakah penggunaan media video dapat meningkatkan kemampuan siswa dalam berbicara. 2) untuk menggambarkan/mengetahui situasi kelas ketika mengajar menggunakan media video pada siswa kelas 10 akuntansi di SMK Pancasila 12 Paranggupito, Wonogiri tahun pelajaran 2015/2016.

Penelitian ini terdiri dari 3 siklus, yaitu pra siklus, siklus 1 dan siklus 2, masing-masing siklus terdiri dari pengamatan, perencanaan, tindakan dan observasi, dan refleksi. Data dalam penelitian ini dalam bentuk transkrip wawancara, catatan lapangan dan skor rata-rata siswa. Data diperoleh dengan mewawancarai guru bahasa Inggris sebagai kolaborator dan siswa, mengamati proses pengajaran dan pembelajaran, dan melakukan pra siklus, siklus 1 dan siklus 2. Instrumen penelitian ini adalah lembar observasi, pedoman wawancara, dan rubrik penilaian berbicara. Data dianalisis dari catatan lapangan, transkrip wawancara dan skor rata-rata siswa. Untuk memenuhi validitas dan reliabilitas peneliti menggunakan waktu dan penyidik triangulasi.

Hasil rata-rata pada tes berbicara di prasiklus yaitu 2.42 dan siklus 1 yaitu 2.62. Hasil ini tidak mencapai target nilai rata-rata pada penelitian ini yaitu >3.25. Disamping itu hasil dari observasi kelas yang telah dilaksanakan pada pra siklus dan siklus 1. Keterlibatan siswa pada proses pembelajaran berbicara 43,47% and 60,86%. Maka dari itu penelitian ini dilanjutkan pada siklus kedua dengan merevisi pelaksanaan pada pra siklus dan siklus 1 seperti mengoptimalkan keaktifan dan partisipasi siswa pada proses pembelajaran dan memberikan informasi yang berhubungan dengan tes berbicara. Hasil rata-rata pada tes berbicara pada siklus 2 lebih baik yaitu 3.7 dan keterlibatan siswa pada proses pembelajaran siswa ini meningkat menjadi 82,60% pada siklus 2. Itu artinya kedua-duanya antara tes siswa berbicara dan keterlibatan atau keaktifan siswa pada proses pembelajaran mengalami peningkatan pada siklus 2 dan memenuhi target pada penelitian ini. Berdasarkan hasil di atas, dapat disimpulkan bahwa penggunaan media video (audio video media) dapat meningkatkan kemampuan siswa berbicara. Kemudian menganjurkan kepada guru bahasa Inggris untuk dapat menerapkan media video sebagai media alternatif pengajaran bahasa Inggris, khususnya pada pengajaran berbicara. Diharapkan untuk memfasilitasi dan menolong siswa untuk bekerja sama dan berbagi pengetahuan serta pengalaman dengan teman-temannya untuk memecahkan masalah pada proses berbicara bahasa Inggris.

Key words: Audio-Video Media, Students Speaking

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important means of communication which is used by many countries in the world. It plays an important role as an international language. This is why Indonesia government chooses English as the foreign language to be taught in schools. English is learned from Elementary School to University, even in a certain Kindergarten they have started to study English.

Communication through foreign language, especially English causes people to learn many things. There are four language skills related to how we can get information from other. They are listening, reading, speaking, and writing. Speaking is one of the way on how we communicate with others. As one of the four language skills, speaking is really important, particularly for Vocation High Schools' students. Curriculum 2013 (School Based Curriculum) mentions that the purpose of the teaching and learning language processes of English in Vocation High School is to develop students communicative. Speaking in this curriculum is to make students able to express the meaning in transactional and interpersonal language in daily life context. They are also expected to be able to express the meaning of short functional text and monolog in many kinds of texts.

People who have a good ability in speaking will be better in sending and receiving information or message from other, since most of real communication is in spoken language. However, good speaking skill is difficult to achieve. It needs a lot of practices and a suitable technique, media or tools to improve the speaking skills. Regarding the difficulties that the teachers might have in teaching speaking, it needs more effort to deal with this particular skill.

The difficulties in teaching speaking were also shown at SMK Pancasila 12 Paranggupito, Wonogiri. The researcher did an observation before doing the research. In the observation, some information about the problems in the speaking English teaching and learning process was obtained. The first problem is related to the teacher. In most of the teaching time, the teacher just focused on delivering the materials and paid less attention to the students interaction. The teacher did not present the materials using media to make the teaching learning activities interesting. Consequently, the student could not catch up the materials clearly and the English teaching and learning process did not run effectively. The second problem related to the students. In general, students had less motivation in learning English. They did not show the interest to take part in the classroom activities. They were passive in the teaching and learning process. The students thought they had nothing to say on a particular topic. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. The

students also lacked confidence in their speaking ability and felt that they have insufficient language skills to express exactly what they want to say. In reality, they may be bored or feel that they got bored in the English classes and they wanted to have various activities in the class such as songs, videos, or movies to keep their motivation in learning English, especially in speaking. The last, in English teaching learning process, media and technique are the factors needed to support the process. Media play an important role in facilitating the teaching learning process. Media can provide students with learning experience. The use of media and of good teaching technique in English teaching and learning process is so crucial that they determine whether the process can run effectively and efficiently. In fact, this school has a multimedia class but it is rarely used and cannot contribute to the process.

In line with this, Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. There are some reasons for using audio-video in teaching speaking. First, video includes audio-visual that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students practice. Third, video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, video also improves students' cultural understanding of English. Related to this, the researcher

decided to use audio-video to find out whether or not audio-video media can solve the problem. Speaking is more about the process rather than just a product. The use of audio-video in the process of teaching speaking will be helpful in determining the product of speaking. During the process of speaking, students should be stimulated and motivated by use of appropriate media. The use of audio-video in students' speaking activity is helpful to stimulate and motivate them to speak. By using audio and videos, the student can derive meaningful contexts for language that is being learned. That is why collaboration class room action research with a vocational school teacher to improve speaking skill of the first grade students of SMK Pancasila 12 Paranggupito, Wonogiri needs to be conducted.

B. Identification of the Problem

From the observation in SMK Pancasila 12 Paranggupito, Wonogiri the researcher faces some problems:

1. The teacher just focuses on delivering the materials and pay less attention to the student interaction.
2. The teacher does not present the materials using media to make the teaching learning activities interesting. Consequently, the student can not catch up the materials clearly and the English teaching and learning process does not run effectively.

3. The students have less motivation in learning English. They do not show the interest to take part in the classroom activities. They are passive in the teaching and learning process. The students think they have nothing to say on a particular topic.
4. The students also lack confidence in their speaking ability and felt that they have insufficient language skills to express exactly what they want to say.
5. This school has a multimedia class but it is rarely used and cannot contribute to the process.

C. Limitation of the problems

Base on the background and identification of the problems, it can see that there are some elements which determine the success of English teaching learning process. As described before, those elements are the students, the teacher, the facilities and media, and the learning sources. However, it is not possible for the researcher to study all of those elements. Base on the consideration of time, money, and energy, the study focus to improve the students English speaking skill using videos media of the first grade students of SMK Pancasila 12 Paranggupito, Wonogiri in the academic year of 2015/2016.

D. Problem Statement

The problem of the research can formulate as follows:

1. Is the use of audio-videos media able to improve the students speaking skill of the first grade students of SMK Pancasila 12 Paranggupito, Wonogiri in academic year of 2015/2016 ?
2. How is the students interests when audio-videos media used in the first grade students of SMK Pancasila 12 Paranggupito, Wonogiri in academic year of 2015/2016 ?

E. Objective of the Study

Objectives of study in Class Action Research are including below:

1. To investigate whether audio-video media be able to improve the students speaking skill in the first grade students of SMK Pancasila 12 Paranggupito, Wonogiri in academic year of 2015/2016 ?
2. To describe the students interests in speaking when audio-video media used in the first grade students of SMK Pancasila 12 Paranggupito, Wonogiri in academic year of 2015/2016 ?

F. Significance of the Study

It is expected that this study can give some benefits to the English teaching and learning process in the following ways.

1. The teachers

The result of the research can give inspiration to teachers of SMK Pancasila 12 Paranggupito, Wonogiri to make efforts in developing teaching techniques. It also expected that the teacher conduct the same research with his colleagues to get some improvements in the teaching learning process since being a self-reflective teacher is important for teacher professionalism development.

2. The principal

The result of the principal promotes this research to the teachers and facilitate them to do the research. As a place to gain knowledge and education. School having good facilities that support teaching and learning process is not enough. There should be efforts to develop teacher professional. School regulator should provide the effort for sake of students, teacher, and school committee it self.

3. The other researcher

This study is one of the ways in improving students speaking skill. The result of the findings used as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

B. Conclusions

From the discussions mention in the previous chapter, it can be drawn some conclusions as the result of the study in the tenth grade students of SMK Pancasila 12 Paranggupito, Wonogiri in the academic year of 2015/2016 on improving students speaking skill.

1. After implementing the two cycles, the researcher finds some result of speaking test after. It can conclude that the use of audio video media can improve students speaking skill. The students who just gain 2.42 in the pre-test are able to increase their score up to 3.7 in the cycle 2. It indicates that they make a considerable improvement in some aspect of speaking skills such as pronunciation, grammar, vocabulary, fluency and comprehension. In short, audio video media can improve student speaking skill of the tenth grade students of SMK Pancasila 12 Paranggupito, Wonogiri.
2. Based on the results of class observation, the students involvement in the teaching and learning process increase from 43,47% in the pre cycle and 60,89% in the first cycle to 82.60% in the second cycle. The results achieve the standard requirement that is requires in this research. In short, audio video media can make the students active to join the process of teaching and learning, mainly in speaking of the tenth grade students of SMK Pancasila 12 Paranggupito, Wonogiri.

C. Implications

The conclusions have described the use of audio & video media that is effective to improve students' speaking skill. The implications of the research are presented as follows:

1. The use of videos can attract the students' attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observe how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talking too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.
2. Feedbacks from the teacher and checking them through the dictionary are effective in building the students understanding. The students become more aware of mistakes they made when they spoke. By getting the feedbacks they would not make the same mistakes again. This implies that giving feedback should always be given for the students to give them the correct things to do.
3. Instant comments are effective to express the students' ideas spontaneously. The teacher asks some questions related to the video and the students spontaneously try to answer the questions.
4. Acting out dialogue and doing role plays are effective to improve the students' speaking skill and self-confidence. This activity maximizes the students to have an experience to practice a dialogue with their partners in English. Since the students are asked to perform the role plays in front of

the class, they can improve their self-confidence and also their speaking skills. The students get more opportunities to practice their speaking skills through these activities. This implies that these activities should be used often specially in speaking class.

D. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teacher

The teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide audio & videos media in the teaching and learning process because videos help the teacher deliver the materials easily.

2. For the School Institution

The school can apply some efforts to improve the quality of the students' speaking skill considering the problems that occur in the school, for example, they provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For other researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students' speaking skill by using audio and videos media. Moreover, they also should make sure that the teaching aids used could work well. In addition, they should be more creative in designing the techniques and activities to accompany the videos so that the teaching and learning could be more enjoyable.

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