

**THE EFFECT OF AUTHENTIC VIDEO TO THE STUDENTS'  
SPEAKING ABILITY AT THE SEVENTH GRADE  
OF SMPN 1 GROGOL IN ACADEMIC  
YEAR 2015/2016**

**THESIS**

Presented as a Partial Fulfillment of the Requirements to Obtain  
The Sarjana Degree of the English Department  
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University Of Nusantara PGRI Kediri



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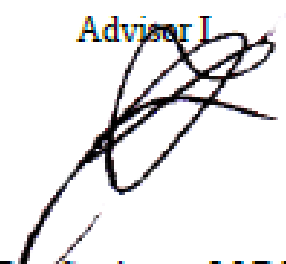
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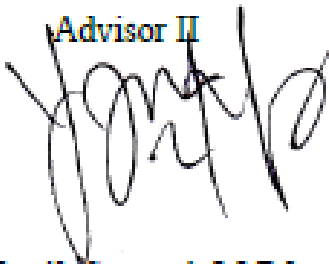
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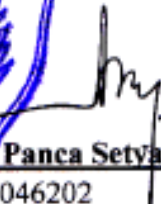
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**ABSTRACT**

Speaking can be called as oral communication and speaking is an activity carried out spontaneously and one of the skills should be mastered in English. This become one important subject that teacher should be given. In fact, a common problem, teachers are dealing with a passive class, besides the teacher only focus on grammar when they teach English. It make the students are not talkative, and they do not pay full attention to the teaching learning process. They do not know what to say and how to make up their mind. It makes the students think that learning speaking is difficult and they are not interested in learning speaking.

The problem of the research are 1) How the student's speaking skill before they are taught using Authentic Video of the seventh grade at SMPN 1 Grogol in Academic year 2015/2016?

This research is used experimental technique and quantitative approach. Consisting of two variables. They are authentic video method as independent variable and speaking skill as dependent variable. The population of this research is 210 students, and the writer takes one class as the sample consisting of 38 students, 22 females and 16 males. The instrument used to get data is test. The writer uses pre-test and post-test in the form of oral test and their score counted using statistic formula.

The result of the research shows that t-observed was 24 at the degree freedom of 37, t-table was 2,024 at the level of significance of 5%. So, it means that t-observed (24) > t-table at the level of significance of 5%. So, the Null hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. In addition, Authentic Video is significant for the students of SMPN 1 Grogol such as: the students feel enjoy when learning speaking, more confident to speak English, their vocabulary, pronunciation, and fluency are increasing. They make them motivated to learn speaking in the classroom. Thus, using authentic video method give a better result in learning speaking.

The writer can conclude that Authentic Video is recommended in teaching speaking. So, the teacher suggested that using Authentic Video as a method in teaching speaking because it can stimulate the students interested in studying speaking.

Keyword : Authentic Video, speaking

## I. Background of the Problem

Among the four language skills taught in the classroom, speaking is considered to be the most important. It is important because it is for communication with other people internationally. According to Brown (1994:86), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. From this quotation, it can be concluded that speaking has a crucial function in human life.

In the four language skills that are studied in learning English is speaking, speaking is generally thought to be the most important skill. In other word, the ability to speak a second language is often equated with proficiency in the language itself. As quoted in Thornbury by Lustigova ( 2011: 19) “speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, as well as making a speech.”. Its means speaking is the ability to perform the linguistics knowledge in actual communication.

Furthermore, Chancy in Lustigova ( 2011 : 19) states “further define

speaking as the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts”. Its means speaking as the process of communication that using verbal and non verbal symbols to build and share the meaning in variety context

English also has been introduced to Indonesian students and has been taught formally and informally but it is still frequently found that the students are difficult to speak English in the classroom. On other hand, there are some problems about speaking that can be found such as lack of knowledge in pronunciation makes students feel shy to speak up. First, they are afraid of making mistake while talking. Second, they keep quiet until the teacher forced him/her to speak up. Third, the minimum of mastering vocabulary also becomes factor of speaking problems. Most students want to express their ideas, but they do not know what or which words or sentences they should use. The lack of medium – infrastructure and chances for having practice speaking which provided by teacher or school are also give contribution of students’ speaking

problem. Again, has been mention above, the traditional way of teaching and the use of first language which used by teacher contributes major problem in speaking indeed. The teachers should be good model for their students, but in fact they do not play their role precisely anymore. And then, students are lazy to learn or practice speaking English deeper by themselves because there is no stimulation or challenge to them for speaking up.

It also makes student not able to be fluent in speaking, because they have low practices. Next, it is the most frighten factor in term of contribution in speaking problem, and that is grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel

embarrassed when they want to produce English sentences orally.

The last, it is problem in real life that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

All those statements above show that speaking is difficult enough to do and to be learnt, but the English teachers must face the problems. The factors above also make students get bored, do not want to learn English, especially speaking, and may even exist some of them dislike English. Thus, the teachers have to make innovation to increase students' interest in speaking activity.

The use of media in teaching can be a breakthrough of it.

According to Baltova, Canning-Wilson in Wang (2014: 23), there is a unanimous agreement that authentic English videos as audio and visual aids have positive effects on the enhancement of EFL (English Foreign Language) learners' listening and speaking skills. It means authentic English video have positive effects to improve EFL (English Foreign Language) learners' listening and speaking skills which authentic English videos are audio and visual aids. So, in this opportunity the researcher will observation the effectiveness of Authentic Video in teaching speaking. It is decided to conduct a research entitled "The effect of Authentic Video to the students' speaking ability at seventh grade students of SMPN 1 Grogol". In this situation, video becomes one of some ways that can be used for making out the issue which is happening among the students. Besides increasing students' interest, video can also help student to pronounce English correctly

In other words, it can be said that the problem of speaking is reluctance

because of lacking of confidence or nervous in expressing idea, accustomed to speak in mother tongue and comprehend the message. There are many reasons why people may find that learning and using English is difficult. The learners are frequently inhibited about trying to speak foreign language in the classroom because worried of making mistakes and losing face, or just simply shy of the attention that their speech attracts. Even if the learners are not inhibited, it is frequently found that they complain that they cannot think of anything to say because of having no motive to speak. In the classroom, there is always tendency that some learners will dominate speaking a lot, while others speak very little or even not at all. Furthermore, the learners tend to use their mother tongue much more than the target language because it is easier and natural.

Based on researcher's experience while doing the activities of teaching practice at SMPN 1 Grogol, she found some students lack of ability in speaking. When students speak, they think about vocabulary, structure, tenses and meaning of the sentences. May be it caused by the way and media that used

by teacher to teach speaking. Hopefully, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. From the explanation above the researcher conclude that the most of the problem of speaking is the way and the material that used by teacher. So, the teacher should choose a suitable ways and media such as: authentic video. If the teacher uses it, the students will have a lot of opportunity to practice pronunciation and communication or in other words it means that the students will get knowledge or input from authentic video.

## II. METHOD

In this research, the technique of collecting data that the writer used is by using pre-test, treatment and post-test. The activities are as the following:

### 1. Pre-Test

The researcher gives a short explanation about procedure text to the students before the do the pre – test. Next, the students is asked to make procedure text based on the pictures that is given by the

researcher. After that, the researcher calls each student to come forward and ask the students to describe the step how to do make something based on the picture that is choose by the researcher. There are two people who test the students' speaking ability.

### 2. Treatment

The treatment is given to the students in two meetings. The researcher used Authentic Video to teach speaking about procedure text. In the first and the second meeting the researcher reviews the material how to make something. Then the researcher conducts the speaking activity by using Authentic Video. The steps of teaching speaking using Authentic Video are presentation, practice, and production.

### 3. Post-Test

After giving the treatment twice, the researcher asks the students again to discussed a topic. The students are given 10 minutes to make procedure text based on the pictures that is given by the researcher. After that, the researcher calls each student to come forward and ask them to describe how to make something based on the



picture that is chosen by the researcher. There are two people who test the students' speaking ability. After both of the testers give the score, they combine both scores then find the its mean. The researcher takes the result of this post-test to know the students' final speaking skill of describing how to make something after getting the treatment.

### III. FINDINGS AND DISCUSSION

According to the research finding as explained before, it can be concluded that teaching speaking using Authentic video has significant effect because the score of post-test is higher than pre-test.

The researcher concludes that there is any effect in teaching speaking using Authentic video to the students' speaking ability at the seven grade students of SMPN 1 Grogol because the score of post-test is higher than pre-test, the total score is 2515 and the mean of pre-test is 66,2. After they are taught using Authentic video and doing the post-test, the score is 3030 and the mean of post-test is 80. It can be concluded that students' score is increasing after they are taught using Authentic video. Besides, in analyze t-

test, t-score is higher than t-table. The score of t-test was 10,687 at the degree of freedom 37 and t-table is 2,024 at the level of significant of 5% (0,05) and 2,711 at the level of significant 1%. It means that t-score (10,687) > t-table at the level significance of 5% (0,024). So, the Null Hypothesis ( $H_a$ ) was accepted. Based on the result of t-test, it can be concluded that Authentic video has significant effect. So there is any effect before the students using this technique and after the students using this method. After the students use authentic video, the students can understand the speaking material exactly the meaning of the text, they can express the meaning of monolog text and also they have motivation to study the speaking material because using this method the students feel speaking is easy and enjoy. The students can receive the teacher's explanation easily, interesting and enjoyable to follow the learning process. So, they can improve their capability in English and have the high motivation to learn much about English.

The positive effect of using Authentic video in teaching-learning English, especially for speaking is students can learn to speak English by

directly watching and listening to the native speaker. Most students feel that speaking English is a difficult subject. This happens because they get very little resource on how to speak good English and correct. By listening to the video, students could make good grammar; pronounce the words or sentences precisely. Authentic video also eliminated students' boredom, because their attention focused on watching video.

## CONCLUSION

Based on the previous chapter, it can be concluded that reading is a process of building and sharing meaning through the use of verbal and non verbal symbols of context. speaking is one of the four language skills that taught in English. Without speaking the students will face the difficulties when they learn the other skill such as listening, reading and writing. Because of it, the best concept is very important to teach speaking. It is needed in order the students feel enjoy and easy to understand the material during teaching speaking process. One of the best is Authentic video. By using Authentic video, the students can increase their speaking ability. Besides,

by using the Authentic video they can understand speaking material exactly in the meaning of the text, expressing the meaning in monolog text.

From the result of the researcher's analysis shows that there is significant effect of using Autentic video to the sevent grade students of SMPN 1 Grogol. Resulting t-score is 10,687 and t-table 2,024. So, t-score is higher than t-table. Based on the result, the researcher signifies that using authentic video give a better result in students' speaking ability.

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