SKRIPSI

**USING VIDEO CLIP TO IMPROVE ORAL ABILITY OF
THE EIGHTH YEAR STUDENTS OF JUNIOR
HIGH SCHOOL 7 PAREPARE**

By

**SRY SUTRIANA
Reg. Num. 15 1300 152**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)

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to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

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The Title of Skripsi : Using Video Clip to Improve Oral Ability of the Eighth Year Students of Junior High School 7 Parepare

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ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

Assalamu'alaikum wr.wb

First of all, essentially as a moslem the researcher would like to praise her sincere to Allah swt, the lord of this word, and the creator of the universe who has given an absolute demand, courage, good health, mercy and blessing to the writer in completing this skripsi by the tittle *"Using Video Clip to Improve Oral Ability of the Eighth Year Students of Junior High School 7 Parepare"*. Moreover, peace and blessing be upon beloved prophet Muhammad saw, his families, his companion, and his followers.

Moreover, the researcher would like to express her gratitude to Hj. Nurhamdah, S.Ag., M.Pd. as the first consultant and Mujahidah, M.Pd. as the co-consultant and as Chairman of English Program who always give their valuable help, explanation, guidance, correction, advice and suggestion for the completion of this skripsi.

The researcher also insisted to thank a lot to every individual who has supported and encouraged her in any kinds of circumstances. Basically, she would not be able to finish this skripsi without any kinds of their back-up. Those individuals are as follow:

1. Her beloved parents, Sukardi and Mahira for their support and pray from she began her study until the process of this skripsi. Her beloved sisters Sri Sutra and Sry Nur Humayrah, her beloved brother Syutriadi, her aunty Rismayanti, Amd, Kep. and her brother in-low Asrang who have given their power, strengths, and motivation to overcome every obstacle the researcher faced.

2. Her best friend indeed, they are A. Nurrahmayani, Nurdiana Kutana, Andini Widyastutu, S.Pd. and Ardianto for their support and who used to accompany her during the process of this skripsi.

3. Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si.

4. Dr. H. Saepudin, S.Ag., M.Pd. as Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finish her skripsi.

5. All Lecturers of English Program who taught the researcher and staffs for their help and motivation during her study in IAIN Parepare.

6. Mr. Harapi Salam, S.Pd., M.Pd. as Headmaster of Junior High School 7 Parepare who has allowed the researcher to hold and observe the research at the school.

7. Gusnawati, S.Pd. as the English Teacher of Junior High School 7 Parepare who has given the researcher a lot of advises regarding the crucial acts that should be done in the research.

8. All Teachers and Staffs of Junior High School 7 Parepare.

9. Her friends in English Education Program of Tarbiyah Faculty batch 2015, who kindly gave her support and time to share with.

10. My appreciation also goes to the students' of class Eighth Junior High School 7 Parepare as my respondents. Their corporation has helped the researcher.

11. All parties who could not be mentioned one by one by the author that has involved a lot of help so that this skripsi could be completed.

The last but not least, indeed some mistakes still occur in this skripsi and it is supposed to be far from the essence of perfection. Therefore, critics and suggestions from the reader are required to at least overcome the lack of this writing.

Hopefully, this skripsi will be able to assist the reader both theoriticaly and practically in English Language Testing field or another related field.

Alhamdulillahi rabbil 'alamin

Wassalamu Alaikum Wr.Wb.

Parepare, 16 Maret 2020

The Researcher,

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Title of Skripsi   :   Using Video Clip to Improve Oral Ability of the Eighth Year Students of Junior High School 7 Parepare

Stated ther skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 16 Maret 2020

The Researcher,

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ABSTRACT

Sry Sutriana. 2020. *Using Video Clip to Improve Oral Ability of The Eighth Year Students of Junior High School 7 Parepare* (Supervised by Hj. Nurhamdah and Mujahidah).

English as primary and foreign language has become the key to the world. However, it must be found the way how to be mastered it. One of the skills which are very important is Oral ability because it will help people to communicate and interact each other. Oral ability is the important ability to support student's life.

This research was carried out at the eighth year students of Junior High School 7 Parepare. In this case, the researcher found that some students of the eighth year students of Junior High School 7 Parepare are still law in oral especially in front of their friends or other people. Besides, some students were shy and afraid of making mistakes and students had difficulties in learning English. To solve the problems, the researcher used video clip as media. Because the researcher used quasi-experimental design in two groups, so using video clip just was given to experimental class and for control class used student's textbook. The objective of the research is to find out whether or not the use of video clip able to improve the oral ability, to find out whether or not the use of student's textbook able to improve oral ability, and to find out significant difference between teach oral ability by using video clip and student's textbook at the eighth year students of the junior high school 7 Parepare.

The population was the eighth year students of Junior High School 7 Parepare and the sample of this research was 50 students. The researcher used quasi-experimental design in two groups, class VIII.1 as experimental class and class VIII.2 as control class, and was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test.

This research utilitized quasi experimental design that applied the Nonequivalent Control Group Design. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The data were analyzed as a percentage, mean score analyzes and the value of the test.

The result of the data analysis shows that the student's oral ability improve significantly. It was shown by the mean score of pre-test of experimental class was (401.2) and post-test was (634.2). It shows that by using video clip, it can improve oral ability of the eighth year students of junior high school 7 Parepare significantly. After analyzing data by using t-test formula, the result of t-test was (4.04) and t-table value was (1.67). It meant that t-test unequal with t-table, H_0 was rejected, H_a was accepted and that there is significant difference between the students who are taught oral by using video clip with who are taught using student's textbook of the eighth year students of junior high school 7 Parepare.

Keywords: Oral Ability, Video Clip

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CHAPTER I
INTRODUCTION

This chapter consisted of background, problem statement, objective of the research, and significance of the research.

1.1 Background

Oral is one of major aspects in communication across different languages. It is the capability of someone to communicate orally with others. Oral is one of the skills that have to be mastered by students in learning English. Oral is an essential tool for communicating. Oral is the skill that most students in real-life situations will be judged on. It is an integral part of everyday communication and most often a person's first impression is focused on his or her ability to speak fluently and in depth.[1]

Oral was very important because it was a communication tool so that your intention and purpose can be communicated to the other person. Through oral, a Speaker communicated to convey his/her intent and purpose. In oral techniques were learned in the form of pronunciation of words that speak English, besides that, the ability to speak is active English which means that one must look capable of speaking English actively. Oral is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it was very important for the students to have a good oral ability to achieve the objective of learning English. The other most important thing to master oral ability is mastering a lot of vocabulary. To master a lot of vocabulary you need to practice as much as possible and this is the main key to speaking skills. This has been proven in a study conducted by Maria Adelina, which

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[1]A. S Hornby. *Oxford Learner's Dictionary of Current English* (London: Oxford University Press, 1995), p. 37.

indicates that vocabulary mastery has a significant effect on the oral ability of learners, as shown by the value of $t_0= 2,699$ and sig. $0,008 < 0,05$. Meaning that vocabulary mastery variable makes a contribution of 4.32% towards improving students' English oral ability.[2]

Based on the observation of the eighth year students of Junior High School 7 Parepare, the researcher found the students still lack in oral. they had poor of their achievement. Many students in junior high school faced some problems dealing with oral. They had difficulties in producing appropriate English utterances and lack self-confidence to speak English because when a student made mistakes, the other students would laugh at him/her, students weren't interested in English subject because English was very difficult, the students didn't have any ideas or initiative to speak English, it was caused by the lack of vocabulary, grammatical patterns, and lack of practicing oral and researcher also interviewed several students and teachers at the school, that teachers never used LCD when teaching because of the constraints of teaching tools, especially LCD. only teacher in other fields of study use LCD, and that is his own.

From reference to those conditions, the researcher proposed to use media to support the oral teaching and learning process. The media that will be used is video. By using laptop, speaker, and LCD in the classroom, the researcher provided an audio visual media that is video to present the speaking materials to the students. According to Heinich in Arsyad, he cited that media act as mediator that transmits information from resource to receiver.[3] Video is a short movie which tells us several

[2]Maria Adelina, "The Influence of Confidence and mastery of vocabulary in students' English speaking skills" (Jurnal SAP Vol. 1 No. 3; Jakarta, 2017), p. 344.

[3]Azhar Arsyad, *Media Pembelajaran 3rd edition* (Jakarta: Grafindo, 2002), p. 4.

ideas. It can be news, direction, or short movie. The Video is very interesting because video contains of audio and visual aspect. Audience saw and heard everything that appears on the video. Teacher used video as one of media to teach the students especially in oral because the students saw and heard what is on the video, try to understand and imitate how they speak. Video clip effectively communicated to students complex information and can become a powerful communication device if used creatively. The aim of using video clips in oral teaching is to help students easily achieve and communicate their ideas.[4] This had been proven in a study conducted by Suci Kaniadewi which proves that video was effective in improving students' oral scores, the students gained some benefits from using video such as helping them to improve language skills, creating an active and fun class, motivating them to participate in learning activities. This condition was proven by statistical computation of independent t-test on post test scores in which tobt is higher than tcrit (2.702 > 2.011).[5]

Based on the statement above, the researcher used video clip because it helped the students to deliver information, creative, fun and much more. The students saw as well as hear what is being said. It was also much easier to understand (the facial expressions, the gestures and the physical background).

By using video clip for teaching oral, can be very pleasing and interesting for the students. They felt something new and different from what they usually get in their class. The researcher hoped that with the use of video clip they woud be active

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[4]Fadilah Sukma Dewi, "Improving Students Speaking Skills By Using Video Clip At Second Grade Of Man 1 Bandar Lampung" (A Script; Bandar Lampung: Lampung University, 2016), p. 3.

[5]Suci Kaniadewi, Wachyu Sundayana, & Pupung Purnawarman, "Improving Students' Speaking Ability In Reporting Procedural Text By Using Videos" (Journal of English and Education; Department of English Education, The Faculty of Language and Literature Education, Indonesia University of Education: Bandung, 2017), p. 13.

as participants and they had more a chance to express their minds, emotions, feelings and attitudes.

For these reason before, the researcher proposed a research in oral entitled "Using Video Clip to Improve Oral Ability of the Eighth Year Students of Junior High School 7 Parepare".

1.2 Problem Statement

Based on the background above, the researcher stated that the eighth year students of Junior High School 7 Parepare have problem in their oral, the researcher will formulate the problem statement as follows:

1. How is the students' oral ability on the experimental class of the eighth year students of Junior High School 7 Parepare?

2. How is the students' oral ability on the control class of the eighth year students of Junior High School 7 Parepare?

3. Is there any significant difference between teach oral ability by using video clip and student's textbook at the eighth year students of the junior high school 7 Parepare?

1.3 Objective of the Research

Based on the statement above, the objective of this research as follow:

1. To find out the students' oral ability on the experimental class of the eighth year students of Junior High School 7 Parepare.

2. To find out the students' oral ability on the control class of the eighth year students of Junior High School 7 Parepare.

3. To find out significant difference between teach oral ability by using video clip and student's textbook at the eighth year students of the junior high school 7 Parepare.

1.4 Significance of the Research

The significance of the research was expected to be useful information in teaching and learning process, especially in English. The significance of this research was divided into two parts namely theoretical and practical significance.

1. Theoretical significance, this research is expected to give useful information about English teaching, especially for the teaching and learning of oral process.

2. Practical significance, the result of this research is expected:

   a. For the English teacher, the result of this research was expected to give contribution in learning process in the future, especially for speaking subject.

   b. For the students, the result of this research was expected to increase their English, especially for their oral ability. Besides that, the result of this research was expected to motivate the students to be active in teaching and learning process.

   c. For the next researcher, the result of this research was expected to be meaningful information and to give motivation for the next researcher in creating another best way to improve the oral ability of the students.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consisted of some explanations; they were previous research findings, the concept of oral, the concept of media, the concept of video clip, conceptual framework, hypothesis, variable and operational definition of variable

2.1 Previous Research Findings

There were some previous research findings that connect with this research. Moreover, the researcher tried to resent some of them as follows:

Ragil Safitri conducted a research in SMAN 1 Gamping on October, 2013, during the first semester of the academic year of 2013/2014. Her research study was successful to improve the students' English speaking skills. The actions which were carried out in two cycles were effective in improving the students' motivation, self-confidence, and some speaking aspects. The use of videos also could give good speaking model for students in using certain expression in certain situation and also help the students in developing their speaking skill in the real world context.[6]

The other relevant study was from Tawatchai, et al, they used videos in the form of video conferencing (Skype) for EFL secondary school students. It is a kind of real-world video. Skype in the classroom is a website on which teachers worldwide can post ideas for Skype lessons, connect with other classrooms and come up with ways to collaborate via Skype. The outcomes of this study indicated that this project successfully motivated students, develop intercultural awareness, and improved oral communication ability. [7]

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[6]Ragil Safitri, "Improving the Students' Speaking Skill in Class XA of State Senior High School 1 Gamping Through Videos in the Academic Year of 2013/2014" (Skripsi S1, Yogyakarta: Program Studi Pendidikan Bahasa Inggris, FBS, Universitas Negeri Yogyakarta, 2014), p. 45.

[7]J. Tawatchai, et al, "Improving English Speaking Skill through Skype." (Journal of Education. Mahasarakham University, 2014), p. 38.

Based on the previous research findings above, the researcher concluded that there are many ways to improve the oral ability of the students. Some of them use media, strategies and etc. Therefore, the researcher believes that using media such as video clip will effective in improving the students' oral ability.

2.2 Some Pertinent Ideas

2.2.1   The Concept of Oral

2.2.1.1 The Definition of Oral

Oral is known as oral skills that play role in human interaction and communication when people communicate their ideas, mind and feeling to the others to deal so far with concept oral skill. There are some definitions of oral by linguist as follows:

1. Oral is to mention one thing from feeling and mind expressed through the sequence of sound, vocabulary, grammar, pronunciation, and fluency have a really deseive role in forming the speaking skills.[8]

2. Oral is that the terms of capability that is specific the most what we wish to increase.[9]

3. Oral is the method of building and sharing opinion orally. Oral may be a terribly crucial factor in acquisition and teaching. Some of the learners think that speaking skill is the most difficult skill among language skills, because the learners have to consider everything when they want to communicate their opinion. The learners have to thinks the ideas, the way to say it, the way to use

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[8] A. Kaharuddin Bahar, *Speaking skill for Better Oral Communication* (Yogyakarta: Trust Media. 2013), p. 1.

[9] A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p. 1.

the grammar and vocabulary, how is the pronunciation as well as the way to listen and communicate with the interlocutors.[10]

4. Oral is part of oral communication, involving two main components, both speakers and learners. Oral communication is a system of contact between speaker and learner requiring successful comprehension skills.[11]

According to definitions about oral above, the researcher concluded that oral is the way to express opinions, ideas in order to inform, persuade, or entertain someone to build communicating or interaction in society. Oral activities commonly involved communicative conversation between the speaker, who delivers a message, and the listener, who receives it.

2.2.1.2 The Elements of Oral

There are some elements in oral that have to be concise by the speakers as follows:

1. Content

Content is an important part of the oral process, so before expressing his/her feelings, the speaker must plan and schedule data. The content and meaning of the ability to speak can be seen from error, competence, clarification, and simplicity in dealing with this statement.

The content of the speaking must be systematic, logical, and attractive. So, it can be said that speaking process where the speaker must be able to speak systematically, logically, and attraction in order to the listener understand what the speaker is meant.

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[10]Lucy Pollard, *Teaching English* (London: Lucy Pollard Copyright, 2008), p. 33.

[11]Donn Byrne, *Teaching English Through English* (London: Longman Lad, 1981), p. 32.

2. Pronunciation

Pronunciation is one of elements that people should know to be a good speaker. To full fill that case is important to have a perfect pronunciation. The goal of "perfect pronunciation" according to Yates is not to take your personality out of your speech. Indeed, mannerism that give hints of your origin in charming English. The goal is, rather to speak so that people listen to what you say, not how you say it. The goal is to understand the first time you say something, and to be confident and proud of the way to speak.[12]

3. Grammar

Grammar is sometimes defined as the way words are put together to make the right phrase, this is, as we will see at the moment, an over-simplification, but it is a good starting point and an easy way for young learners to explain the term.[13]

4. Vocabulary

Vocabulary is list of words with their meanings, especially in a book for learning in foreign language.[14] Individuals can't arrange words well without language to express their opinions and wishes.

5. Comprehension

Comprehension certainly required a subject to respond to the speech as well as to imitate it.

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[12]Jean Yates, *Pronounce It Perfectly in English* (USA: Barron's Educational Series Inc, 1995), p. v.

[13]Pennv Ur, *A Course In Language Teaching* (New York: Cambridge University Press, 1991), p. 75.

[14]Oxford, *Oxford Learner's Pocket Dictionary; Fourth Edition* (New York: Oxford University Press, 2008), p. 495.

6. Fluency

Richards in Ahmad Hasan noted that the characteristic that gives speech the quality of being natural and normal includes native-like pause, rhythm, intonation, tension, speaking frequency, and interjection use. Fluency in speaking is the aim of many language learners. Fluency can be defined as the ability to speak a reasonably fast speed of speaking. It means that speaker does not have to speed a lot of time searching for the language needed to express the language.[15]

7. Accuracy

Accuracy is one of elements of oral that focus on the articulate, grammatically, and phonologically correct language. It is degree of being correct.[16] Accuracy is essential depend on the recognizably of the word and sentence pattern of speech. However, people don't want to be building fluency with incorrect forms. First, people sure want to get it right, and then speed it up.

Based on the elements of oral above, the researcher concluded that content, pronunciation, grammar, vocabulary, comprehension, fluency and accuracy were the important and complementary components in the development of students' oral ability. These elements supported each other to gain the goal of oral. We also had to master all elements of speaking above. If we had mastered those elements, all information that we deliver will be acceptable by all communicants.

The researcher focused on the student's fluency, accuracy, content, and pronunciation in oral.

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[15]Ahmas Hasan, *"The Effectiveness of Practice Rehearsal Pairs Strategy Towards The Students' Speaking Achievement at MAN 2 Tulungagung"* (Publish Thesis; English Edition Department: Tulungagung, 2016), p. 15-16.

[16]Oxford, *Oxford Learner' Pocket Dictionary New Edition* (London: Oxford University Press, Walton Street, Scarborough, New York, 2005), p. 164.

2.2.1.3 The Purposes of Oral

As a speaker, you had different purpose at different times. The three main purposes of oral to a group namely:

1. Oral to Inform

When your purpose to inform, you want to increase your listener's knowledge about your subject in this cases.

2. Oral to Persuade

When your purpose to persuade, you want to change your listener's minds or cause them to take some action.

3. Oral to Entertain

You just want your listeners to enjoy hearing what you're saying when entertaining your purpose. There are also entertaining moments in some speeches to inform or persuade.

In thinking about your purpose, you need to think about your listeners. All the decisions that you make in planning your speech should be made with your audience in mind.[17]

Based on the purposes of oral above, the researcher concluded that as a speaker, speaker had to know the reason for what he/she is talking about, whether to inform, persuade or entertain, so that the listeners understood what will be conveyed, the listeners can learn something, accept the speaker's point of view or provides amusement or enjoyment for the listeners.

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[17]Houngthon Mifflin, *English Grammar and Composition* (USA: Houngthon Mifflin Company, 1984), p. 157.

language teacher have just explained to them. The teacher asked the students to produce sentences or answer questions that demonstrate they understand how to use the language correctly. The final stage is the production stage. This stage helped motivate students to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language and give feedback at the end of the stage. In this case, the teaching and learning in Junior High School 7 Parepare based on textbook and used PPP as techniques of teaching oral. The most controversial aspects of using the textbook as the main resource and using PPP for teaching are this kind of technique are teacher centered. It means that this kind of technique did not give a lot of opportunity for students to initiate the language and communicate in the target language. The limited resource also limited students' creativity in doing and understanding the lesson. Based on the characteristics above, it can be said that the teaching and learning in Junior High School 7 Parepare have not been emphasized on the aspects needed in achieving the English oral competencies.

The conventional technique used by the teacher is implemented on the control group. The control group will be given the same lesson plan and materials as the experimental group. The difference is only on the technique. Video is used for the experimental group, while a textbook-based technique is implemented to the control group.

2.2.2   The Concept of Media

When teaching learning processes, teaching through the use of media is needed to help students become engaged. Therefore, media is significant, as media can assist teachers when promoting material presentation.

There were some definitions of media stated by some experts quoted by Sadiman:

    a. Media is very kind of tool used by people to stimulate learners to study.
    b. Media is any kind of tools used to convey a message and stimulate learners to study.
    c. NEA (National Education Association) states that media is everything that manipulated, seen, heard or talked with the instrument used to that activity.[19]

Wright stated some function of media like mentioned below:

    a. To motivate the students,
    b. To create a context within which his written text will have meaning,
    c. To provide students with information about objects, actions, events, or relationship,
    d. To provide non-verbal cues for manipulation practices, and
    e. To provide non-verbal prompts to written composition teacher in their teaching learning process.[20]

Media are classified into three categories as follow:

a. Visual media

These media can be seen directly by students. For examples picture, photo, sketch, diagram, chart, graph, etc.

b. Audio media

These media produced sounds, so the students can listen to it. For examples, radio which is turning on, tape recorder, audio cassette, etc.

c. Audio visual media

It was very useful media for teaching and learning process because it contains sounds and moving pictures. For example moves, video clip, slide, etc.

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[19]Arief Sadiman & Raharjo R, *Media Pendidikan* (Jakarta: Rajawali Press, 2009), p. 6.

[20]Andrew Wright, *Visual Materials for the Language Teacher* (London: Longman Group, Ltd, 1976), p. 38.

According to Brown et al, there were six principles of media selection:

a. Content

The choice of certain media must be conformed to the lesson to be given to the students.

b. Purposes

The use of audiovisual aids contributed teaching learning process significantly.

c. Price

Before buying certain media, a teacher considered whether the cost or money spent is accordance with the educational result derived from its use.

d. Circumstances of use

In choosing certain media, a teacher took into account the environment where the teacher teaches. He or she thought whether the media would function effectively or not.

e. Learner's verification

A teacher should think whether the media have been tested to certain students.

f. Validation

A teacher thought whether there were data providing that the students learnt accurately through the use of media.[21]

Based on the concept of media above, the researcher concluded that to study English with more challenging materials. English teacher used their own material based on the curriculum. However, the teacher had a special and correct technique, method and media in teaching the students to create enjoyable, interesting and fun activities, to make the students easily understanding the lesson. For explanation

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[21]Brow, et al, *Audio Visual Instruction: Technology, Media and Methods* (New York: Mc Geaw Hill Book Company, 1977), p. 76.

above also, the researcher used audio visual media so that the students saw and heard the material completely especially video clip.

2.2.3 The Concept of Video Clip

Smaldino, Lowther, and Russell said that "the trend today is to offer video content as short, succinct clips which teachers can assemble to help a variety of application scenarios".[22]

Moreover, Richards and Renandya state that:

> It is better to export a short (3-5 minutes) segments of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.[23]

While, Harmer stated that:

> A short video clip made a huge difference in the mood, motivation and attitude of the students. Short video clips of between one and four minutes can produce a number of activities, demonstrate a reasonable range of languages, are easier to manipulate and can be highly motivating.[24]

Today, video was easier to access and it presented in many types. The teacher selected which one is appropriate with the available media and current technology. It would still be useful until several years later for teaching and learning as it followed the development of technology.

2.2.3.1 The Definition of Video Clip

A video is an extremely dense medium, integrating a wide range of visual elements and a wide range of audio stimuli in addition to the language spoken. [25]

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[22]Smaldino, S.E, Lowther, D.L, & Russell, J.D., *Instructional Technology and Media for Learning (9th Ed)* (New Jersey: Pearson Prentice Hall, 2007), p. 310.

[23]Jack C. Richards, & Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (United States of America: Cambridge University Press. 2002), p. 165.

[24]Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition) (*London: Longman, 2007), p. 283.

[25]Jack C. Richards, & Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, p. 364.

According to Arif BW in his book had opinion about the meaning of video clip, he states, "Video clip is originated from two words. They are video means asset which has a function as pictures receiver (image receiver) and voice, it is mean that video is clustering of inactive pictures which is looked and read in a time sequence by specific speed. It makes a video known by moving images. The second is clip which has a meaning piece. Video explains an object which is budged together with the nature voice or appropriate voice. Video functionality explains the real picture and voice which can give desirable power".[26] Today, used of video clip had some aims, Azhar stated that "Basically, it's used to entertain, record, and educate. Video can supply information, process and teach certain skills, etc."[27]

Video clip is one of the audio visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Video clips are clearly available to language teachers as they can be used in so many ways.[28]

Based on the explanations above, the researcher concluded that video clip was the short clips of video, usually part of a longer recording. It's no longer just for large corporations. There were some criteria of video clip, they were: use duration 2-3 minutes, use English, and speed of video clip is medium. It could form music, event, or movie

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[26]Arif BW, *Mari Mengenal Video Editing* (Yogyakarta: Andi Offset, 2009)*, p. 2.*

[27]Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2005), p. 48.

[28]Fadilah Sukma Dewi, *Improving Students Speaking Skills By Using Video Clip At Second Grade of Man 1 Bandar Lampung,* p. 20.

2.2.3.2 Teaching Oral with Video Clip

Richards and Renandya suggested some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect. They were:

1. Guiding the students toward appreciating video as a language learning tool

Teachers needed to lead students to an appreciation of video as a valuable tool for language learning. It helped them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

2. Making the video an integral part of the course

Video's true potential in language learning was only achieved when it is used as an integral part of a course. One way to do this was to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook.

3. Using short sequences

It is difficult to specify an exact sequence length without identifying a particular video sequence. It was better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.

4. Familiarizing oneself with the material

Treat the video material as seriously as any other language teaching material. The teacher had to learn the materials before presenting in the class. If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

5. Treating the video as both a visual and an audio text

When planning the lessons, it was important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

6. Designing lessons that provide opportunities for repeated viewing

Once was not enough. Unless students are extraordinary and native levels of language proficiency, they needed to see and hear a video sequence several times if they understood the situation, identify the characters, and observe and recall the language and other facets of the video in any detail.

7. Planning activity for three stage

Teachers promoted active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of activities: previewing, viewing, and post-viewing. The stages were elaborated as follows:

a. Pre-viewing activities

These prepared the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

b. Viewing activities

These involved playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect such as factual information, plot development, or the language used in particular situation.

c. Post-viewing activities.

These required students to react to the video or to practice some particular language point. In this point, the teacher can make discussion, role play, debate, etc.

Like any other resources, video was best when it was used carefully and intelligently. The teacher was responsible for making video based lesson a rewarding language learning experience. How the teacher approach the use of video in the classroom will determine how valuable it was perceived to be by the students, and how significant it will be to them, in the language learning process.

2.2.3.3 The Advantages of Video Clip

When using video clip, students do not just hearing language, they saw it too. This greatly aids comprehension, for example; general meaning and moods were often convoyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language. Students would be enjoyable in learning activity. Video clip helped them to achieve in understanding the material. For all of the reasons, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It motivated students in process teaching learning.

Brewster et al concluded some benefits of using videos for young learners into three aspects as follows:

1. Psychological aspect

Video added variety in the teaching and learning process so that students found it fun, stimulating and highly motivating. It made learning experience successful and thus developed positive attitudes and confidence to the target language and to language learning.

2. Linguistic aspect

Video presented or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provided a full context of language use so that the learning is more accessible and memorable.

3. Cognitive aspect

Video improved the students' curiosity and provide up-to-date information. It enabled students to maximize their abilities to infer form context. Moreover, video developed students' motor skills, information and research skills, and communication skills as well as independent learning.[29]

2.2.3.4 The Disadvantages of Video Clip

There were some disadvantages of using video clip for teaching speaking. Firstly, teacher had to provide activities that are unique learning experiences. Secondly, teacher had to be sure that students can see and hear the video clip. If all students couldn't watch and hear clearly, they would get difficult to catch information on video clip. The last, some people thought that more than one, two, or three minutes of video clip made students feel bored and send students to sleep. It could be happen when theme of video clip is unfamiliar with them. As a teacher, teacher had to choose the best video clip which is related with materials. Video clip had to have a good moral value in order to persuade and motivate students in doing positive something.

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[29]Jean Brewster, Gail Ellis & Denis Girard, *The Primary English Teacher's Guide 2ⁿᵈ Edition* (Harlow: Pearson Education Limited, 2002), p. 204.

2.3   Conceptual Framework

The conceptual framework of the research consists of three part, they were input, process, and output. The main focus of this research was video clips to improve the students' oral ability. It was considered as a media that more interesting for the students.

Susi kaniadewi stated that the most of the students gave positive response to the use of using video clip as a media in teaching speaking. The use of video clip improved their language skills and encouraged their confidance in speaking. Questionnaire findings are in line with the experimental research findings. In short, the effectiveness of using video clip in teaching speaking procedural text to the seventh grade students of SMP Pasundan 6 Bandung was not only prove by the statistical calculation, but also by the students' responses toward the teaching and learning process.[30]

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[30]Suci Kaniadewi, Wachyu Sundayana, & Pupung Purnawarman, "Improving Students' Speaking Ability In Reporting Procedural Text By Using Videos" (Journal of English and Education; Department of English Education, The Faculty of Language and Literature Education, Indonesia University of Education: Bandung), p. 19.

The framework can be represented by the following diagram;

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┌─────────────────────────────────────────┐
│     The Students' oral ability was low   │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│   Media a source of teaching and learning │
└─────────────────────────────────────────┘
                    ↓
┌───────────┐      ┌──────────────┐      ┌───────────┐
│  Teacher  │ ──▶  │   PROCESS    │  ◀── │  Learners │
└───────────┘      └──────────────┘      └───────────┘
              ↓                      ↓
┌──────────────────────────┐   ┌──────────────────────────┐
│  EXPERIMENTAL CLASS       │   │     CONTROL CLASS         │
│ Teaching oral using video │   │  Teaching oral using      │
│ clip                      │   │  student's textbook       │
│ 1. Pre-viewing activities │   │  1. Presentation          │
│ 2. Viewing activities     │   │  2. Practice              │
│ 3. Post-viewing activities│   │  3. Production            │
└──────────────────────────┘   └──────────────────────────┘
                    ↓
              ┌──────────┐
              │  OUTPUT  │
              └──────────┘
                    ↓
      ┌──────────────────────────────────┐
      │  Improving Students' Oral Ability │
      └──────────────────────────────────┘
        ↓           ↓            ↓            ↓
  ┌─────────┐  ┌─────────┐  ┌─────────┐  ┌──────────────┐
  │ Fluency │  │ Accuracy│  │ Content │  │ Pronunciation│
  └─────────┘  └─────────┘  └─────────┘  └──────────────┘
```

Based on the diagram above, the process of this research, which can be explained as follow:

1. Input

This refer to the students' oral ability was lack, so the researcher tried to solve the problem about oral ability of the eighth year of Junior High School 7

Parepare. The researcher used media as a source of teaching and learning and showed the video clips refer to the material in the classroom in teaching and learning oral.

2. Process

The researcher gave treatment to the students. The researcher handled two classes of the eighth year students of Junior High School 7 Parepare, one as class experimental class and one as control class but with the same material. In experimental class, the researcher taught using video clip, while control class taught using student's textbook.

3. Output

After the process of this treatment, the researcher explained that the students' oral ability enhanced/improved that focused about the fluency, accuracy, content, and pronunciation.

2.4 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research proses to examine the data.[31]

Based on the previous research finding, some pertinent ideas, conceptual framework, the research formulate the hypothesis, as follows:

2.4.1 **The Null Hypothesis (H$_0$):** The oral ability of the students who taught by using video clip is not better than the students who taught without using video clip.

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[31]Saepudin, et al. *Pedoman Penulisan Karya Ilmiah* (Parepare: Depatemen Agama, 20013), p. 26.

2.4.2 The Alternative Hypothesis (H_a): The oral ability of the students who taught by using video clip is better than the students who taught without using video clip.

To test the hypothesis, the researcher used one tail test hypothesis with $= 0,05$ level of significance and degree of the freedom (df) $= N_1 + N_2 - 2$. The researcher formulated the statistical hypothesis as follows:

$$H_0 \; : \; \mu_1 = \mu_2$$

$$Ha \; : \; \mu_1 \neq \mu_2$$

Where:

H_0 : Null hypothesis

H_a : Alternative hypothesis

μ_1 : T-table

μ_2 : T-test

1. If t-test equal with t-table, H_0 (null hypothesis) was accepted, H_a (alternative hypothesis) was rejected. It meant that there is no significant difference between the students who are taught oral by using video clip with who are taught using student's textbook of the eighth year students of junior high school 7 Parepare.

2. If t-test unequal with t-table, H_0 (null hypothesis) was rejected, H_a (alternative hypothesis) was accepted. It meant that there is significant difference between the students who are taught oral by using video clip with who are taught using student's textbook of the eighth year students of junior high school 7 Parepare.[32]

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[32]Sugiono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2010), p. 119.

2.5 Variable and Operational Definition of Variable

2.5.1 Research Variable

Variable can be defined as any aspect of a theory that could vary or change as part of the interaction within theory. There were two variables involved in this research namely:

1. Independent variable (X)

    Independent variable was a variable which effect to the dependent variable Independent variable of this research was using video clip in teaching and learning. The treatment in which the students taught by using video clip in the class.

2. Dependent variable (Y)

    Dependent variable was variable that was influenced by independent variable. Dependent Variable of this research was the oral ability at the eighth year students of Junior High School 7 Parepare.

2.5.2 Operational Definition

1. Oral ability is the ability to speak and understand the meaning, an individual's ability to comprehend the aim and meaning was influenced by their traits and skill. Oral ability helped students to success in using the language. The students were helped to know what the speaker said, to understand the meaning, and speak orally.

2. Video clip was a media used for teacher to build students' oral ability. The condition in which the students were able to produce certain expression or sentences in English in term of content, pronunciation, grammar, vocabulary and fluency.

CHAPTER III
RESEARCH METHODOLOGY

This chapter consisted of research design, location and duration of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis. Each of these sections will be explained as following:

3.1 Research Design

This research utilitized quasi experimental design that applied the Nonequivalent Control Group Design.[33]

By using of this design, first, it chose at random two classes, one class as experimental group and one class as control group. Both of the students' groups was given treatment as follow: experiment group was given treatment by using Video Clip and control group taught by using student's textbook in oral classroom. After the treatment, the researcher gave post-test which was exactly the same as the pre-test.

The formulation of research dedsign was presented as follows :

$$E \quad = \quad O_1 \quad X_1 \quad O_2$$
$$C \quad = \quad O_1 \quad X_2 \quad O_2$$

Where :

E   : Experimental class

C   : Control class

O_1 : Pre-test

O_2 : Post-test

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[33]L.R Gay, Geofrey E. Mills, & Peter Airasian, *Educational Research: Competences for analysis and Applications. Eighth Edition* (Ohio: Pearson Merrill Prentice Hall, 2006), p. 258.

X_1 : Treatment experimental class (taught by using Video Clip)

X_2 : Treatment control class (taught by using Student's Textbook)[34]

3.2 Location and Duration of the Research

The location of the research took a place Junior High School 7 Parepare, Kebun Kacang street, No. 66, Lemoe, Parepare, South Sulawesi. The research used the quantitative research that had several times to collect and analyze the data. So, the researcher used more than one month for collecting the data.

3.3 Population and Sample

1. Population

The population of this research was the eighth year students of Junior High School 7 Parepare in academic year 2019/2020, which consists of two classes. The total of population was 50 students.

Table 1: The total students of the eighth year students of Junior High School 7 Parepare

No	Class	Sex		Total
		Male	Female	
1.	VIII$_1$ (Experimental class)	12	14	26
2.	VIII$_2$ (Control class)	11	13	24
	Total	**23**	**27**	**50**

Source: Administration of Junior High School 7 Parepare, 2019

2. Sample

In this research, the researcher chose sample by using total sampling technique. The sample of study took from the eighth year students of Junior High School 7 Parepare, which consist of two classes. Both of the classes chose as the sample, class VIII$_1$ as experimental class that consists of 26 students and class VIII$_2$ as control class consists of 24 students.

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[34]L. R. Gay, Geofrey E. Mills, & Peter Airasian, *Educational Research: Competences for analysis and Aplications. Eighth Edition,* p. 258.

3.4   Instrument of the Research

In collecting data, the researcher gave oral test, which consists of pre-test and post-test. Firstly, the pre-test intended to find out the students prior knowledge and the initial ability before giving treatment using video clip in teaching speaking in experimental class and teaching oral using student's textbook in control class. Secondly, the post-test intended to know the student's improvement in oral based on the media being used is using video clip. Allocation time of pre-test and post-test was similar, 80 Minutes.

3.5   Procedure of Collecting Data

In collecting data, the researcher collected the data with the following procedures:

3.5.1   Pre-Test

Pre-test gave before treatment conducting 80 minutes (2 x 40 minutes), to know and check their prior knowledge in oral ability. The materials of pre-test give to the students was a question about suggestion, obligation or invitation based on the situations that they had chosen randomly. The students had to perform their dialogue session (rule play) and the researcher recorded the students' voice. The researcher collected and then analyzed students' score after the test.

3.5.2 Treatment

In this treatment, the researcher handled two classes, that was experimental class and control class. For experimental class, the researcher taught oral using video clip, and using student's textbook for control class. It gave six meetings and each meeting with different materials. The researcher gave the material relate to the textbook materials namely:

a. The first meeting was Asking, Giving, Accepting and Declining Suggestion

b. The second meeting was To Give Suggestion

c. The third meeting was Expressing Obligation

d. The fourth meeting was To Sate Obligation

e. The fifth meeting was Giving, Accepting and Declining Invitation

f. The sixth meeting was To Invite Someone To Do Something

3.5.2.1 Experimental Class

In the experimental class, the researcher prepared the following activities:

1. The first meeting

   a. Pre-viewing activities

      a) The researcher introduced and explained the material about Asking, Giving. Accepting and Declining Suggestion.

      b) The researcher gave the students vocabularies sheet.

      c) The researcher asked the students to pay attention to content of video.

   b. Viewing activities

      a) The researcher asked the students to watch the video clip.

      b) The researcher played video 2 times.

   c. Post-viewing activities

      a) The researcher asked the students to discuss content of video.

      b) The researcher asked the students to make dialogue with their groups.

      c) The researcher asked the students to perform their dialogue in front of the class.

2. The second meeting

   a. Pre-viewing activities

      a) The researcher explained the material about to give suggestion.

      b) The researcher gave the students vocabularies sheet.

      c) The researcher asked the students to pay attention to the dialogue that is played.

  b. Viewing activities

      a) The researcher asked the students to watch the video clip.

      b) The researcher played video 2 times. The first round, students watched the dialogue as a whole, and the second round, the video was played without sound, it was the students who mention the dialogue simultaneously.

  c. Post-viewing activities

      a) The researcher asked the students to role play in front of the class.

3. The third meeting

  a. Pre-viewing activities

      a) The researcher introduced and explained the material about Expressing Obligation.

      b) The researcher gave the students vocabularies sheet.

      c) The researcher asked the students to pay attention to content of video.

  b. Viewing activities

      a) The researcher asked the students to watch the video clip.

      b) The researcher played video 2 times.

  c. Post-viewing activities

      a) The researcher asked the students to discuss content of video.

      b) The researcher asked the students to make dialogue with their groups.

      c) The researcher asked the students to perform their dialogue in front of the class.

4. The fourth meeting

   a. Pre-viewing activities

      a) The researcher explained the material about To State Obligation.

      b) The researcher gave the students vocabularies sheet.

      c) The researcher asked the students to pay attention to the dialogue that is played.

   b. Viewing activities

      a) The researcher asked the students to watch the video clip.

      b) The researcher played video 2 times.

   c. Post-viewing activities

      a) The researcher asked the students to role play in front of the class.

5. The fifth meeting

   a. Pre-viewing activities

      a) The researcher introduced and explained the material about Giving. Accepting and Declining Invitation..

      b) The researcher gave the students vocabularies sheet.

      c) The researcher asked the students to pay attention to content of video.

   b. Viewing activities

      a) The researcher asked the students to watch the video clip.

      b) The researcher played video 2 times.

   c. Post-viewing activities

      a) The researcher asked the students to discuss content of video.

      b) The researcher asked the students to make dialogue with their groups.

      c) The researcher asked the students to perform their dialogue in front of the class.

6. The sixth meeting

    a. Pre-viewing activities

        a. The researcher explained the material about To Give Invitation.

        b. The researcher gave the students vocabularies sheet.

        c. The researcher asked the students to pay attention to the dialogue that is played.

    b. Viewing activities

        a) The researcher asked the students to watch the video clip.

        b) The researcher played video 2 times. The first round, students watched the dialogue as a whole, and the second round, the video was played without sound, it was the students who mention the dialogue simultaneously.

    c. Post-viewing activities

        a) The researcher asked the students to role play in front of the class.

3.5.2.2 Control Class

In the control class, the researcher prepare the following activities:

1. The first, third, and fifth meeting

    a. The researcher opened the class by greeting and praying before study.

    b. The researcher checked the student's attendance list.

    c. The researcher gave motivation to the students before teaching the material.

    d. The researcher introduced and explained about the material to be taught.

    e. The researcher asked the students to make some groups.

    f. The researcher asked the students to open their textbook on chapter III and give script about "Asking, Giving, Accepting, and Declining Suggestion"

(first meeting), "Expressing Obligation" (third meeting), and "Giving, Accepting, and Declining Invitation" on chapter IV (fifth meeting).

g. The researcher explained about the material.

h. The researcher asked the students to find out the difficult words from the script and write it in their book.

i. The researcher explained how to pronounce well the difficult words.

j. The researcher asked the students to repeat pronunciation of the words with good pronunciation.

k. The researcher asked the students to make dialogue about the material that had been taught and gave the students time to learn and understand content of their dialogue about 5-7 minutes.

l. The researcher asked the students to perform and read their dialogue loudly in front of the class.

m. The researcher asked another group to perform.

n. The researcher asked the students to make conclusion about the important details which had been taught.

o. The researcher closed the meeting.

2. The second, fourth, and sixth meeting

a. The researcher opened the class by greeting and praying before study.\

b. The researcher checked the student's attendance list.

c. The researcher gave motivation to the students before teaching the material.

d. The researcher introduced and explained about the material to be taught.

e. The researcher asked the students to make some groups.

f. The researcher asked the students to open their textbook on chapter III and give script about "To Give Suggestion" (second meeting), "To State

Obligation" (fourth meeting), and "To Invite Someone To Do Something" on chapter IV (sixth meeting).

g. The researcher explained about the material.

h. The researcher asked the students to find out the difficult words from the script and write it in their book.

i. The researcher explained how to pronounce well the difficult words.

j. The researcher asked the students to repeat pronunciation of the words with good pronunciation.

k. The researcher read their book and/or script of conversation and asked the students to listen carefully.

l. The researcher gave the students time to learn and understand content of their conversation about 5-7 minutes.

m. The researcher asked the students to perform and read conversation loudly in front of the class with their seatmate.

n. The researcher asked another group to perform.

o. The researcher asked the students to make conclusion about the important details which had been taught.

p. The researcher closed the meeting.

3.5.3 Post-Test

After giving the treatment, the researcher gave post-test to measure the students oral ability. The post-test will gave after conducting treatment for six meetings and that process took 80 minutes (2 lesson hours), to know and to check the oral ability of the students. The materials of post-test was given to the students is a question about suggestion, obligation or invitation based on the situations that they had chosen randomly. The students had to perform their dialogue session (role play)

and the researcher recorded the students' voice. The researcher collected and then analyzed students' score after the test.

3.6 Technique of Data Analysis

The data collects through this quantitative analysis employed statistical calculation to test the hypothesis. The steps undertook in the qualitative analysis as follows:

1. To score the students' oral ability, the researcher used the formula as follows:

Table 2: Scoring classification students' oral ability

No.	Classification	Score	Criteria
1	Fluency	9-10	Directly explain completely
		7-8	Explain completely while thinking
		5-6	Explain but not complete
		3-4	Explain while thinking but not completely
		1-2	Answer nothing right
2	Accuracy	9-10	No mistake
		7-8	One inaccurate
		5-6	Two inaccurate word
		3-4	Three inaccurate word
		1-2	More than three inaccurate
3	Content	9-10	Message required is dealt with effectively
		7-8	Message required is dealt with effectively but a little unsystematic
		5-6	Message required is adequately conveyed and organized but some loss of detail
		3-4	Message was broadly conveyed but with little subtlety and some loss of detail
		1-2	Inadequate or irrelevant attempts at conveying the message
4	Pronunciation	9-10	Very good vocabulary
		7-8	Good vocabulary
		5-6	Fair Vocabulary
		3-4	Poor vocabulary
		1-2	Very poor vocabulary[35]

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[35]Brown, H. Doughlas, *Language Assesment Principles and Classroom Practice* (San Fancisco: State University, 2004), p. 406-407.

2. Classifying the students score based on the following classificasion:

Table 3: Classification of the Students' oral Score

No.	Classification	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40[36]

3. Calculating the frequency and percentage of the students

$$P = \frac{F}{N} \times 100$$

Where:

  P   : Percentage

  F   : Frequency

  N   : the total number of sample

4. Finding out the mean score of the students' pre-test and post-test used this formula:

$$X = \frac{\sum X}{N}$$

Where:

  X   : Mean score

  $\sum X$: The sum of all score

  N   : The number of students[37]

5. The standard deviation used the following formula:

$$SD = \sqrt{\frac{SS}{N-1}}$$

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[36]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p. 245.

[37]Suharsumi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (edisi revisi)*, p. 264.

Where:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD   : Standard Deviation

SS   : Some of square

$\sum X^2$: The sum all the square, square each score and add up all the

         squares

$(\sum X)^2$: The squares of the sum: add up all, the score the square the

         sum or total

N   : Total number of students.[38]

6. To compute the value of t-test:

$$t - test = \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t   : Test of significance

x_1 : Mean score of experimental class

x_2 : Mean score of control class

SS_1 : The sum of square of experimental class

SS_2 : The sum of square of control class

n_1 : Total number of subject of experimental class

n_2 : Total number of subject of control class[39]

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[38]L. R. Gay, *Educational Research;Competencies for Analysis and Applications* (Columbus: Charcks, E, Merril Publishing Co, 1982), p. 298.

[39]L.R Gay, Geofrey E. Mills, & Peter Airasian, *Educational Research;Competencies for Analysis and Applications Eighth* Edition (New Jersey: Pearson Merrill Prentice Hall, 2006), p. 343.

CHAPTER IV
FINDING AND DISCUSSION

This chapter deals with the data analysis as well as finding and discussion of the result of the data analysis. The finding of the research covers the description of the result of the data which collected through speaking ability.

4.1 Findings

In this finding, there were two sections, the first was the process of finding the data and the last was the finding through the test. The first finding was discussed as follow:

4.1.1 The Process of Finding the Data

To collect the data, the researcher applied by the test. In these sections, there were two tests as follow:

1. Pre-test

Pre-test was conducted on Friday, November 1st, 2019 which in the class VIII.1 and VIII.2. Pre-test was the first test was given to the students before given the treatment, pre-test given to the students as the oral test to know how far their oral ability. The process of this section that the students chose one of questions that given by the researcher include three topics and each of the topics consist of one question. The topics were: Suggestion, Obligation, and Invitation. Then the researcher recorded the student's voice by mobile phone as the data of this research, and the last section, the recording of the students would be listened and analyzed by the researcher to give score. This test was given on Friday1st November 2019 at Junior High School 7 Parepare.

After giving the pre-test, the activity continued with treatment. There were six meetings done in this section as follow:

a. Treatment of experimental class and control class

In the treatment process, the researcher took six meetings in teaching English using video clip as media at the experimental class (VIII.1) and using student's textbook at the control class (VIII.2) to improve student's oral ability.

1) The first meeting

The first meeting was conducted on Saturday, November 2^{nd} 2019. This meeting was the first meeting after giving pre-test. The test was given about asking, giving, accepting, and declining suggestion.

In experimental class, before the researcher showed the material about suggestion, the researcher explained about media that used in teaching English, the researcher explained about the material that they would learn. After that, the researcher distributed vocabularies sheet to each students that can be used to know meaning of the words which they didn't know or new obtainment. The researcher asked the students to watch the video. In the control class, the researcher asked the students to open their book and introduced the material. The researcher gave paper/script about material additional. Both of classes were asked to make dialogue about the material.

2) The second meeting

The second meeting was conducted on Friday, November 8^{th} 2019. The researcher explained about the material that would learn. After that, the researcher distributed vocabularies sheet to each students that can be used to know meaning of the words which they didn't know or new obtainment. It was begun by watching video. For the first round, the students watched the video as a whole, and the second round, the video was played without sound, the video only consist of pictures and sentences of dialogue under the video and then all of the students mentioned the

dialogue simultaneously. After that, the student role played with their seatmate. In control class, the researcher asked the students to open their book and gave paper/script about dialogue. Then the students performed and practiced with their seatmate.

3) The third meeting

The third meeting was conducted on Friday, November 15th 2019. The test was given about expressing obligation.

In experimental class, before the researcher showed the material about obligation, the researcher explained about the material that they would learn. After that, the researcher distributed vocabularies sheet to each students that can be used to know meaning of the words which they didn't know or new obtainment. The researcher asked the students to watch the video. In the control class, the researcher asked the students to open their book and introduced the material. The researcher gave paper/script about material additional. Both of classes were asked to make dialogue about the material.

4) The fourth meeting

The fourth meeting was conducted on Saturday, November 16th 2019. The researcher explained about the material that would learn. After that, the researcher distributed vocabularies sheet to each students that can be used to know meaning of the words which they didn't know or new obtainment. It was begun by watching video. For the first round, the students watched the video as a whole, and the second round, the video was played without sound, the video only consist of pictures and sentences of dialogue under the video and then he researcher divided the students into some groups based on how much people who speak in the video. Then the students took turns talking based on the dialogue they got. After that, the student role

played with their seatmate. In control class, the researcher asked the students to open their book and gave paper/script about dialogue. Then the students performed and practiced with their seatmate.

5) The fifth meeting

The fifth meeting was conducted on Friday, November 22nd 2019. The test was given about giving, accepting, and declining invitation.

In experimental class, before the researcher showed the material about obligation, the researcher explained about the material that they would learn. After that, the researcher distributed vocabularies sheet to each students that can be used to know meaning of the words which they didn't know or new obtainment. The researcher asked the students to watch the video. In the control class, the researcher asked the students to open their book and introduced the material. The researcher gave paper/script about material additional. Both of classes were asked to make dialogue about the material.

6) The sixth meeting

The sixth meeting was conducted on Saturday, November 23rd 2019. The researcher explained about the material that would learn. After that, the researcher distributed vocabularies sheet to each students that can be used to know meaning of the words which they didn't know or new obtainment. It was begun by watching video. For the first round, the students watched the video as a whole, and the second round, the video was played without sound, the video only consist of pictures and sentences of dialogue under the video and he researcher asked students to mention the dialogue simultaneously. After that, the student role played with their seatmate. In control class, the researcher asked the students to open their book and gave

paper/script about dialogue. Then the students performed and practiced with their seatmate.

2. Post-test

After giving the treatment, the last step of this research was post-test process. This test was conducted of Friday, November 29th 2019. In this time, the researcher was giving the test different with pre-test. The students had to choose the questions randomly, questions that given by the researcher contain three topics and each of the topics consist of one question. The topics were: Suggestion, Obligation, and Invitation. Then the researcher recorded the student's voice by mobile phone after that the researcher listened and analyzed the student's voice to give score by as the data of pre-test.

b. The improvement students' oral ability by using video clip

Based on the observation of the eighth year students of Junior High School 7 Parepare, the researcher found the students still lack in oral. This is proved that most of the students still bored and confused in learning English. The researcher also found some students errors in oral such as, incorrect of tenses or incorrect grammar. Besides, their accuracy in pronouncing a word was still inaccurate. Therefore, the researcher used the media, where the student had to watch the dialogue by using video clips to improve their oral ability, the researcher used dialogue for six meetings. The dialogue about suggestion, obligation, and invitation.

In the first meeting, some students were still shy to perform in front of the class. Then the second meeting, some students tried to perform. In this case, the students were able to speak better than the first meeting. This condition still happened until the third meeting. But in the last meeting, the researcher found that most of students seemed brave to perform and speak in front of the class. Although

there were little errors used grammar, pronunciation, and not smooth (fluency), but the students had tried to do their best. Some of them were able to pronounce words with good pronunciation. But there were also some of them who could not pronounce sounds /ɵ/, /ɛ/, /ə/, and /æ/ well. Probably, it caused of their mother tongue or colonial language. In Indonesia especially in Bugis, there is no sound /ɵ/, /ɛ/, /ə/, and /æ/ in pronounce word. The students made habitual with these sound in their custom. Therefore, the students found difficulty to pronounce those sounds.

The data is found that the mean score of the pre-test of control class higher than experimental class. The mean score of pre-test of control class was 417.9 and the mean score of pre-test of experimental class was 401.2. While the mean score of post-test, experimental class got mean score higher than control class. The mean score of post-test of experimental class was 634.2 and the mean score of post-test of control class was 541.2. It can be seen that the student's learning outcomes of experimental class was higher than the student's learning outcomes of control class. So, according to the theory of video clip is effective to improve oral ability at the eighth year students of Junior High School 7 Parepare.

After applied the media in teaching and learning process, the students' oral ability was improved. Based on the data analysis, if t-test unequal with t-table (4.04 ± 1.67), H_0 (null hypothesis) was rejected, H_a (alternative hypothesis) was accepted. It can be concluded that there was significant difference between the students who are taught oral by using video clip with students who are taught using student's textbook of the eighth year students of Junior High School 7 Parepare. But both experimental class and control class got improvement in each post-test. Furthermore, the students in experimental class achieve higher score in their post-test than the score of the students in control class.

c. The aspects of oral improved after taught oral by using video clip

Aspects of improving oral ability was not only in the aspect of pronunciation but also in aspects of content, grammar, vocabulary, comprehension, fluency and accuracy. This research just focused in aspects or elements of oral was fluency, accuracy, content and pronunciation. In the pre-test, the student's fluency, accuracy, content and pronunciation was very bad, after the researcher applied video clip as media and did post-test, their oral aspects is better.

There are four aspects of oral that improved after taught using video clip in the class as follow:

1). Fluency

In this aspect, the researcher played video with different topics in every meeting. In viewing activity, the students could see video, what the speaker said, the speaker's rhythm, intonation, tension, speaking frequency, and interjection that used. Based on the treatment that given by the researcher, the researcher can improve students' fluency through video clip as media because after the implementation of video clip, the students have been able to develop their speed in oral, able to speak fluently, clearly, precisely, and express the language based on the topic that the researcher gave.

2) Accuracy

In this aspect, the researcher taught and played video with different topics in every meeting. In viewing activity, the students could see and hear the video, they are taught how to use good articulation, grammar, vocabulary, proper use of punctuation, phonology in correct language. After that, the students asked to make dialogue with their seatmate that contained related to the topic. Based on the treatment that given by the researcher, the treatment was able to increase students'

accuracy, the students can make dialogue and speak with good grammar, vocabulary, etc.

3) Content

In this aspect, the researcher taught and played video with different topics in every meeting, in post viewing activity the students asked to make dialogue with their seatmate that contained related to the topic. Based on the treatment that given by the researcher, the treatment was able to increase students' oral ability by looking for the content aspect. The researcher can improve students' oral contents through video clip as media because after the implementation of video clip, students have been able to develop their ideas, able to speak systematically and logically based on the topic that the researcher gave. So the students can be easier to speak.

4) Pronunciation

In this aspect, after implementation of video clip as media, the researcher asked to students to follow and mention what he speaker said in good pronunciation. The searcher also played the video twice. Sometimes, the researcher asked the students to mention some words that difficult to pronounce and the researcher explain how to pronounce it well. So that after the implementation of video clip students can increase their pronunciation in oral.

Student's writing

OBLIGATION

Policeman   : Good morning.

Angga   : Good morning sir.

Policeman   : Why you don't use helmet?

Angga   : I am sorry sir. I am forget it, I can't back to my home, because I am late to school.

Policeman   : You must use helmet if you drive! Don't do it again.

Angga   : Yes sir.

Look at the student's task above, for the student's fluency aspect, the students can speak their dialogue fluently, clearly and precisely. They can mentien the sentence as firmly as a police officer and one of them speak with regret for not obeying traffic rules. In accuracy aspect, the students wrote their dialogue with good grammar and vocabulary. In content aspect, the students wrote sistematically and logically, and the last ronunciation aspect the students can pronounce the words well (look at the appendix 3-Pre and Post-Test of Experimental Class).

Based on the result of the research above, before implementing video clip, students' oral ability was still lack. The acquisition of lowest value in pre-test as follow: Fluency = 2, Accuracy = 2, Content = 3, and pronunciation = 2. After implementing video clip, students begin to be able to speak well with the implementing of video clip so that the acquisition of value increased in the post-test. The acquisition of highest value as follow: Fluency = 7.5, Accuracy = 9, Content = 7, and pronunciation = 8. So the most increased in post-test is accuracy. It can be

concluded that the most improved aspect after taught oral using video clip is accuracy with 2 score (lowest value) in the pre-test increased with the acquisition of scores in the post-test with 9 score (highest value) .

4.1.2 The Finding Through the Test

1. Data of Experimental Class

a. Pre-Test

The researcher has given pre-test to the students before gave treatment by using video clip to know the student's oral ability. The type of the test was oral test. The result was shown in the following table:

Table 4: The Student's pre-test score of experimental class based on oral ability

No.	RS	Oral Scoring				Sum	Average	Classification
		F	A	C	P			
1	Subject1	4	7	4	4	19	4.8	Poor
2	Subject 2	5	3	3	2	13	3.3	Very Poor
3	Subject 3	2	5	3	2	12	2.4	Very Poor
4	Subject 4	3	3	3	4	13	3.3	Very Poor
5	Subject 5	4	3	4	3	14	3.5	Very Poor
6	Subject 6	2	3	3	2	10	2.5	Very Poor
7	Subject 7	5.5	7.5	4	5.5	22.5	5.6	Fair
8	Subject 8	2	5	3	2	12	2.4	Very Poor
9	Subject 9	6	4	4	5	19	4.8	Very Poor
10	Subject 10	2	3	3	2	10	2.5	Very Poor
11	Subject 11	4	7	5	4	20	5.0	Poor
12	Subject 12	4	5	5	4	18	4.5	Poor
13	Subject 13	3	5	4	3	15	3.8	Very Poor
14	Subject 14	5	7	4.2	5	21	5.3	Poor
15	Subject 15	5	7	4	5	21	5.3	Poor
16	Subject 16	5	6	7	3	21	5.3	Poor
17	Subject 17	4	4	4.2	4	16.2	4.1	Poor
18	Subject 18	4	4	4	4	16	4.0	Very Poor
19	Subject 19	4	4	5	3	16	4.0	Very Poor
20	Subject 20	2	4	3	2	11	2.8	Very Poor
21	Subject 21	3	3	4	4	14	3.5	Very Poor
22	Subject 22	3	3	4	3	13	3.3	Very Poor
23	Subject 23	6	6	7	5	24	6.0	Fair

24	Subject 24	3	4	4	3	14	3.5	Very Poor
25	Subject 25	3	5	4	3	15	3.8	Very Poor
26	Subject 26	5	4	6	5	20	5.0	Poor
	∑					419.7	104.3	

b. Post-Test

After the researcher gave treatment by using video clip to the students, the researcher gave post-test. The students were given the post-test to find out the improvement of their oral ability. It was used to know the result treatment. The result was shown in the following table:

Table 5: The Student's post-test score of experimental class based on oral ability

No.	RS	Oral Scoring				Sum	Average	Classification
		F	A	C	P			
1	Subject1	6	8	7	6	27	6.8	Fair
2	Subject 2	5.5	6	6	5	22.5	5.6	Fair
3	Subject 3	5	7	6.5	6.5	25	6.3	Fair
4	Subject 4	5	7	5	6.5	23.5	5.9	Fair
5	Subject 5	5	6	6	5	22	5.5	Poor
6	Subject 6	6.5	6	6	7	25.5	6.8	Fair
7	Subject 7	7	8	6	7.5	28	7.0	Fair
8	Subject 8	5	6	6	5	22	5.5	Poor
9	Subject 9	7.5	9	8	8	32.5	8.1	Good
10	Subject 10	5.5	6	5.5	5	21.5	4.3	Poor
11	Subject 11	6.5	8	7	7	28	7.0	Fair
12	Subject 12	5	7	6.5	5.5	24	6.0	Fair
13	Subject 13	5	6	6	6	23	5.8	Fair
14	Subject 14	7	9	7	7.2	30.5	7.6	Good
15	Subject 15	6	6	6	6.5	24.5	6.1	Fair
16	Subject 16	7.5	7	7	7.5	29	7.3	Good
17	Subject 17	6	6	6	6	24	6.0	Fair
18	Subject 18	6.5	7	6.5	7	27	6.8	Fair
19	Subject 19	6.5	7	6.5	7.5	27.5	6.9	Fair
20	Subject 20	5	7	5	5	21.5	5.6	Fair
21	Subject 21	6	7	6	6	25	6.3	Fair
22	Subject 22	5	6	7	5	22.5	5.6	Fair
23	Subject 23	7	9	7	8	31	7.8	Good
24	Subject 24	6	5	6.5	6.5	24	6.0	Fair
25	Subject 25	5	6	6	5	22	5.5	Poor

26	Subject 26	6.5	8	6	7	27	6.8	Fair
	∑					660	164.9	

Table 6: The student's classification score in pre-test and post-test of experimental class

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Very Good	86-100	-	-	-	-
2	Good	71-85	-	-	4	15,38
3	Fair	56-70	2	7,7	18	69,24
4	Poor	41-55	8	30,77	4	15,38
5	Very poor	≤ 40	16	61,54	-	-
	Total		26	100	26	100

- Pre-Test

$$P = \frac{F}{N} \text{ x100} = \frac{2}{26} \text{ x100} = 7,7$$

$$P = \frac{F}{N} \text{ x100} = \frac{8}{26} \text{ x100} = 30,77$$

$$P = \frac{F}{N} \text{ x100} = \frac{16}{26} \text{ x100} = 61,54$$

- Post-Test

$$P = \frac{F}{N} \text{ x100} = \frac{4}{26} \text{ x100} = 15,38$$

$$P = \frac{F}{N} \text{ x100} = \frac{18}{26} \text{ x100} = 68,24$$

$$P = \frac{F}{N} \text{ x100} = \frac{4}{26} \text{ x100} = 15,38$$

The table above shows that based on the data pre-test, mayority student's scores of experimental class got very poor classification with frequency 16 (61,54%) out of 26 students, it caused that they had serious oral errors. There were 8 (30,77%)

students got poor classification and there were 2 (7,7 %) students got Fair classification.

It means that before treatment, the oral of the students in experimental group was categorized very poor classification. It means that the students' oral ability was still low. It may cause by the media which used by the teacher is not better to improve the students' ability in oral ability.

While in post-test after gave treatment using video clip, the students' oral ability score was improved. It proved that there were 4 (15,38%) students got good classification, there were 18 (69,24%) students got fair classification, and there were 4 (15,38%) students got poor classification.

On the other hand, there is no students got very poor classification and poor classification became less. Therefore, it can be concluded that the English teacher can use video clip as media in teaching English especially in oral.

c. **Gained Score in Experimental Class**

Table 7: The student's score of pre-test and post-test in experimental class

No	Pre-test	Post-test	(X)	X^2
1	4.8	6.8	2.0	4
2	3.3	5.6	2.3	5.29
3	2.4	6.3	3.9	15.21
4	3.3	5.9	2.6	6.76
5	3.5	5.5	2.0	4
6	2.5	6.8	4.3	18.49
7	5.6	7.0	1.4	1.96
8	2.4	5.5	3.1	9.61
9	4.8	8.1	3.3	10.89
10	2.5	4.3	1.8	3.24
11	5.0	7.0	2.0	4
12	4.5	6.0	1.5	2.25
13	3.8	5.8	2.0	4
14	5.3	7.6	2.3	5.29
15	5.3	6.1	0.8	0.64

16	5.3	7.3	2.0	4
17	4.1	6.0	1.9	3.61
18	4.0	6.8	2.8	7.84
19	4.0	6.9	2.9	8.41
20	2.8	5.6	2.8	7.84
21	3.5	6.3	2.8	7.84
22	3.3	5.6	2.3	5.29
23	6.0	7.8	1.8	3.24
24	3.5	6.0	2.5	6.25
25	3.8	5.5	1.7	2.89
26	5.0	6.8	1.8	3.24
∑	**104.3**	**164.9**	**60.6**	**156.08**
		Mean score	**2.33**	

Determining mean of gained score of experimental class as follow:

$$X = \frac{\sum X}{N} = \frac{60.6}{26} = 2.33$$

2. Data of Control Class

a. Pre-Test

Table 8: The Student's pre-test score of control class based on oral ability

No	RS	Oral Scoring				Sum	Average	Classification
		F	A	C	P			
1	Subject1	5	7	4	5	21	5.3	Poor
2	Subject 2	3	2	2	2	9	2.3	Very Poor
3	Subject 3	6	7	5	6	24	6.0	Fair
4	Subject 4	4	2	4	4	14	3.5	Very Poor
5	Subject 5	4	3	4	4	15	3.8	Very Poor
6	Subject 6	4	7	7	6	24	6.0	Fair
7	Subject 7	2	3	2	2	9	2.3	Very Poor
8	Subject 8	3	3	4	3	13	3.3	Very Poor
9	Subject 9	5	5	4	4	18	4.5	Poor
10	Subject 10	3	3	5	4	17	4.3	Poor
11	Subject 11	5	2	5	4.5	16.5	4.1	Poor
12	Subject 12	3	3	4	3	13	3.3	Very Poor
13	Subject 13	5	3	5	5	18	4.5	Poor
14	Subject 14	4	5	5	5	19	4.8	Poor
15	Subject 15	4	4	5	4	17	4.6	Poor

16	Subject 16	3	3	4	3	13	3.3	Very Poor
17	Subject 17	7	8	7.5	8	30.5	7.6	Good
18	Subject 18	5	5	5	4.5	19.5	4.9	Poor
19	Subject 19	4	5	5	4	18	4.5	Poor
20	Subject 20	5	3	5	5	18	4.5	Poor
21	Subject 21	4	4	5	6	19	4.8	Poor
22	Subject 22	2	2	5	2	11	2.8	Very Poor
23	Subject 23	2	2	2	2	8	2.0	Very Poor
24	Subject 24	3	3	4	3	13	3.3	Very Poor
	∑					397.5	100.3	

b. Post-Test

Table 9: The student's post-test of control class based on oral ability

No	RS	Oral Scoring				Sum	Average	Classification
		F	A	C	P			
1	Subject1	5	7	5.5	5	22.5	5.6	Fair
2	Subject 2	4	3	3	3	13	3.3	Very Poor
3	Subject 3	6.5	7	6	6	25.5	6.4	Fair
4	Subject 4	4	4	4	4	16	4.0	Very Poor
5	Subject 5	5	5	4	4	18	4.5	Poor
6	Subject 6	6	7	7	6	26	6.5	Fair
7	Subject 7	7	9	7	7	30	7.5	Good
8	Subject 8	3	5	4	3	15	3.8	Very Poor
9	Subject 9	5.5	5.5	5	4	20	5.0	Poor
10	Subject 10	4.5	4	5	4	17.5	4.8	Poor
11	Subject 11	5.5	4	5	4	18.5	4.6	Poor
12	Subject 12	4	4	4	4	16	4.0	Very Poor
13	Subject 13	6	5	5.5	5.5	22	5.5	Poor
14	Subject 14	6.5	8	7	5.5	27	6.8	Fair
15	Subject 15	6	6	6	5.5	23.5	5.9	Fair
16	Subject 16	3	4	5	3	15	3.8	Very Poor
17	Subject 17	8	8	8	8	32	8.0	Good
18	Subject 18	7	7.5	6	6.5	27	6.8	Fair
19	Subject 19	5	5	5	5	20	5.0	Poor
20	Subject 20	7	5	6	6	24	6.0	Fair
21	Subject 21	7	9	7	7.5	30.5	7.6	Good
22	Subject 22	4	4	5	4	17	4.3	Poor
23	Subject 23	4	4	4	4	16	4.0	Very Poor
24	Subject 24	6	6	7	6	25	6.3	Fair
	∑					517	130.0	

The classification of control class is presented in the following table:

Table 10: The student's classification score in pre-test and post-test of control class

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Very Good	86-100	-	-	-	-
2	Good	71-85	1	4,17	3	12,5
3	Fair	56-70	2	8,33	8	33,33
4	Poor	41-55	11	45,83	7	29,17
5	Very poor	≤ 40	10	41,67	6	25
	Total		24	100	24	100

- Pre-Test

$$P = \frac{F}{N} \times 100 = \frac{1}{24} \times 100 = 4,17$$

$$P = \frac{F}{N} \times 100 = \frac{2}{24} \times 100 = 8,33$$

$$P = \frac{F}{N} \times 100 = \frac{11}{24} \times 100 = 45,83$$

$$P = \frac{F}{N} \times 100 = \frac{10}{24} \times 100 = 41,67$$

- Post-Test

$$P = \frac{F}{N} \times 100 = \frac{3}{24} \times 100 = 12,5$$

$$P = \frac{F}{N} \times 100 = \frac{8}{24} \times 100 = 33,33$$

$$P = \frac{F}{N} \times 100 = \frac{7}{24} \times 100 = 29,17$$

$$P = \frac{F}{N} \times 100 = \frac{6}{24} \times 100 = 25$$

The table above shows that based on the data pre-test, there were 1 students (4,17%) got good classification, there were 2 students (8,33%) got fair classification, there were 11 students (45,83%) got poor classification and there were 10 students (41,67%) students got very poor classification. It means that most of the students in control class were low classification achievement in oral ability. It was proved most of the students got poor and very poor classification.

While in post-test the students' oral ability score was also improved after teaching using student's textbook. It proved that there were 3 (12,5%) students got good classification, there were 8 (33,33%) students got fair classification, there were 7 (29,17%) students got poor classification, and 6 (25%) students got very poor classification. The improvement that students get is not too much, but the students who got poor and very poor classification became less.

c. **Gained Score in Control Class**

Table 11: The student's score of pre-test and post-test in control class

No	Pre-test	Post-test	(Y)	Y^2
1	5.3	5.6	0.3	0.09
2	2.3	3.3	1.0	1
3	6.0	6.4	0.4	0.16
4	3.5	4.0	0.5	0.25
5	3.8	4.5	0.7	0.49
6	6.0	6.5	0.5	0.3
7	2.3	7.5	5.2	27.04
8	3.3	3.8	0.5	0.25
9	4.5	5.0	0.5	0.25
10	4.3	4.8	0.5	0.25
11	4.1	4.6	0.5	0.25
12	3.3	4.0	0.7	0.49
13	4.5	5.5	1.0	1
14	4.8	6.8	2.0	4
15	4.6	5.9	1.3	1.69
16	3.3	3.8	0.5	0.25
17	7.6	8.0	0.4	0.16

18	4.9	6.8	1.9	3.61
19	4.5	5.0	0.5	0.25
20	4.5	6.0	1.5	2.25
21	4.8	7.6	2.8	7.84
22	2.8	4.3	1.5	2.25
23	2.0	4.0	2.0	4
24	3.3	6.3	3.0	9
$\sum$	**100.3**	**130**	**29.7**	**67.07**
		Mean score	**1.24**	

Determining mean of gained score of control class as follow:

$$X = \frac{\sum X}{N} = \frac{29.7}{24} = 1.24$$

3. The Mean Score

After calculating the result of the students' pre-test and post-test, the researcher calculated mean score of experimental class and control class presented as follow:

1. The mean score of experimental class

   a. Pre-test

   $$X = \frac{\sum X}{N} = \frac{104.3}{26} = 401.2$$

   b. Post-test

   $$X = \frac{\sum X}{N} = \frac{164.9}{26} = 634,2$$

2. The mean score of control class

   a. Pre-test

   $$X = \frac{\sum X}{N} = \frac{100.3}{24} = 417.9$$

b. Post-test

$$X = \frac{\sum X}{N} = \frac{130}{24} = 541.7$$

Both classes of sample were presented in following table:

Table 12: The mean score of experimental class and control class

No.	Group	Mean Score	
		Pre-test	Post-test
1	Experimental Class	401.2	634.2
2	Control Class	417.9	541.7

Source: The mean score of experimental class and control class

The table above showed the mean score of pre-test and post-test both experimental and control class. In pre-test showed that the mean score of control class was higher than the mean score of experimental class (417.2 > 401.2) but the different of the mean score

The mean score of post-test showed that the mean score of experimental class was higher than the mean score of control class (634.2 > 541.7). In scoring of the data, the higher mean score of a data the better of the data is. It meant that the mean score of both experimental class and control class showed the improvement.

4. **Standard Deviation**

Determining standard deviation of experimental class:

$$SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$= 156.08 - \frac{(60.6)^2}{26}$$

$$= 156.08 - \frac{3672.36}{26}$$

$$= 156.08 - 141.24$$

$$= 14.84$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$= \sqrt{\frac{14.84}{26-1}}$$
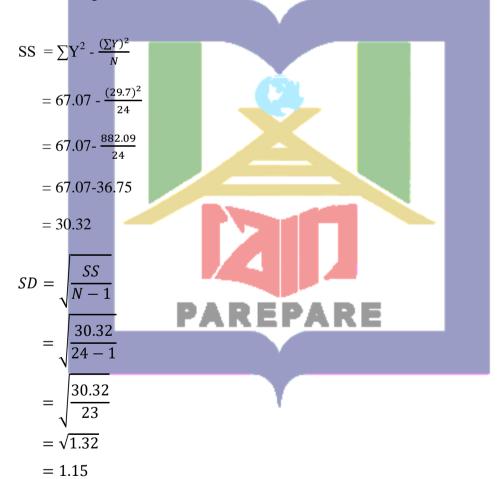
$$= \sqrt{\frac{14.84}{25}}$$

$$= \sqrt{0.59}$$

$$= 0.77$$

Determining standard deviation of control class:

$$SS = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$= 67.07 - \frac{(29.7)^2}{24}$$

$$= 67.07 - \frac{882.09}{24}$$

$$= 67.07 - 36.75$$

$$= 30.32$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$= \sqrt{\frac{30.32}{24-1}}$$

$$= \sqrt{\frac{30.32}{23}}$$

$$= \sqrt{1.32}$$

$$= 1.15$$

5. T-Test Value

In analyzing the data, t-test value was used to ensure that students got an improvement after giving treatment and to make it easier to test the hypothesis. The formula of the test is as follow:

$$t - \text{test} = \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Determining value of hypothesis testing by using T-test formula:

$$t - \text{test} = \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{2.33 - 1.24}{\sqrt{\left(\frac{14.84 + 30.32}{26 + 24 - 2}\right)\left(\frac{1}{26} + \frac{1}{24}\right)}}$$

$$= \frac{1.09}{\sqrt{\left(\frac{45.16}{48}\right)\left(\frac{1}{26} + \frac{1}{24}\right)}}$$

$$= \frac{1.09}{\sqrt{(0.94)(0.08)}}$$

$$= \frac{1.09}{\sqrt{0.0752}}$$

$$= \frac{1.09}{0.27}$$

$$= 4.04$$

Determining degrees of freedom:

$$\text{df} = n_1 + n_2 - 2$$

$$= 26 + 24 - 2$$

$$= 48$$

After obtaining the degrees of freedom, looking at t-table (tt)at the degree of freedom 48 in significant degrees of 0.05 (5%), the t-table (tt) is 1.67.

4.2 Discussion

In this research, the researcher focused to find out about the students' oral ability in Junior High School 7 Parepare. Oral ability is one of skills in English that really important to learn. In the preface study that the researcher did in Junior High Junior High School 7 Parepare it was found through the observation that the teacher seldom used media such as Video Clip to improve the students' oral ability. Using video clip just are taught in experimental class.

The researcher concluded that one of the main factor which made the students lack of oral ability caused by the media, strategy or technique used in class is monotonous, the students rarely study using media in class since in learning process so many vocabularies were not familiar to them, error in grammatical, phonological, their pronunciation is not good, and stammer in speech.

According to Richards and Renandya stated that:

> It is better to export a short (3-5 minutes) segments of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.[40]

While, Harmer stated that:

> A short video clip may make a gigantic difference in the students' moods, motivation, and attitude. Short video sequences of between one or four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating.[41]

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[40]Jack C. Richards, & Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, p. 165.

[41]Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition).* London: Longman, p. 283.

Based on the statements above, the researcher had used videos with 5 minutes duration. This caused the students not to get bored with the duration of video, the contents of video are interesting, and is equipped with sentences under the video. So, video clip as media made students easier to understand the subject. Short segments of video are more effective in the teaching learning process because teacher can choose any part which consists of certain language function that will be learned by the students.

Video also had several advantages such as helped the students to deliver the message. The students can see as well as hear what is being said, the video is much closer to real life. It is also much easier to understand (the facial expressions, the gestures and the physical background).

According to Brewster et al concluded that using videos for young learners gave benefit to students' linguistic and cognitive aspect.[42] In linguistic aspect, using video clip improved student's fluency, accuracy, content, and pronunciation. After treatment, student's fluency (rhythm, intonation, tension, speaking frequency, and interjection) is better than before treatment. In student's accuracy, the students had good articulation, grammar, vocabulary, proper use of punctuation, phonology in correct language. In student's content, the students have been able to develop their ideas, able to speak systematically and logically based on the topic that the researcher gave and the last in student's pronunciation, the students can increase their pronunciation in oral. Some of them can mention sounds /ɵ/, /ɛ/, /ə/, and /æ/ well, they had tried the best, and brave to perform in front of the class.

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[42]Jean Brewster, Gail Ellis & Denis Girard, *The Primary English Teacher's Guide 2^{nd} Edition*, p. 204.

While, cognitive aspect, before students are given treatment, sentence or dialogue that the made did not match the correct grammar, even they always used the same words of words they always hear. Their writing was also bad, often there was excess or lack of letters. After watching video can increase students' knowledge, give new information or sentences that they can use to make dialogue different than before because there are many vocabularies and sentences had can be used to make dialogue based on the topic that they had learnt about suggestion, obligation, and invitation. So, according to Brewster et al that video clip can improve student's linguistic and cognitive aspect and this research shows the same results.

Richards and Renandya suggested some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect. They were:

1. Guiding the students toward appreciating video as a language learning tool
2. Making the video an integral part of the course
3. Using short sequences
4. Familiarizing oneself with the material
5. Treating the video as both a visual and an audio text
6. Designing lessons that provide opportunities for repeated viewing
7. Planning activity for three stage

   a. Pre-viewing activities

   b. Viewing activities

   c. Post-viewing activities.

After applied guidelines and planning activities above, the researcher concluded that the activities can improve learning process because it already had an affective and systematic study guide, make students interested and active in oral. The

researcher also found that some of the students are interested in doing the vocabulary test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that the result showed video clip can improve students' oral ability. The result was proven by the improvement of students' score in oral test.

While, the procedure that the researcher used in teaching oral for control class is PPP. PPP, which stands for Presentation, Practice, and Production, is the most often procedure used to teach students. This procedure always used by the teacher.

By looking at the test finding, in post-test after gave treatment using video clip, the students' oral ability score was improved. It proved that there were 4 (15,38%) students got good classification, there were 18 (69,24%) students got fair classification, and there were 4 (15,38%) students got poor classification, the researcher concluded that the students' oral ability from very poor up to fair and ood category. While control class, there were 3 (12,5%) students got good classification, there were 8 (33,33%) students got fair classification, there were 7 (29,17%) students got poor classification, and 6 (25%) students got very poor classification. The researcher concluded that in post-test the students' oral ability score was also improved after teaching using student's textbook. The improvement that students get is not too much, but the students who got poor and very poor classification became less.

In addition, in pre-test showed that the mean score of control class was higher than the mean score of experimental class (417.2 > 401.2). While, the mean score of post-test showed that the mean score of experimental class was higher than the mean score of control class (634.2 > 541.7). Thus, it can be concluded that the students' oral ability is significant better after getting the treatment and there is significant difference between the students who are taught oral by using video clip with students who are

taught using student's textbook of the eighth year students of Junior High School 7 Parepare. So, H_0 (null hypothesis) was rejected, H_a (alternative hypothesis) was accepted.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with two sections. The first section contains conclusion which based on the research findings and discussion. The second section contains some suggestions based on the conclusion.

5.1 Conclusion

Based on the findings and discussion in chapter IV, it can be concluded that:

1. Teaching vocabulary by using video clip as a media in the experimental class to the eighth year students of Junior High School 7 Parepare was effective. This means that the use of "video clip" able to improve the oral ability of the students. This is found through the findings of the research that showed the result of post-test in experimental class which was significantly higher than the post-test of experimental class.

2. In control class, using by student's textbook was able to improve oral ability the eighth year students of Junior High School 7 Parepare. This proved that the students score in post-test of control class improved than the students score in pre-test. Although, the increase was only slightly.

3. The data analysis test also showed that there was significant difference between students who taught by using video clip and students who taught using student's textbook. It was proved by rejecting of the null hypothesis (H_0) and accepting of the alternative hypothesis (H_a), after application of t-test formula where t-test value (4.04) was higher than t-table value (1.67).

5.2 Suggestion

Based on the conclusion above, the researcher would like to present some suggestions as follows:

1. For the English teachers, they should apply the various teaching media and learning strategies in teaching English especially Oral, in order to make the students easy to increase their student oral abilityl. One of various teachings media which were able to increase the speaking ability by using ideo clip.

2. For the students should spend a lot of time to practice oral and build up their vocabularies and practice to speak English by using video clip.

3. For the next researcher, video clip is one of the media that can be used to improve the students' oral ability. It also can make the class more active and alive. The next researcher suggested using video clip by applying another technique in teaching oral.

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APPENDICES

APPENDIX 1
RESEARCH INSTRUMENT

	KEMENTRIAN AGAMA
	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
	FAKULTAS TARBIYAH
	Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132
	Telepon (0421)21307, Faksimile (0421) 2404
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA   : SRY SUTRIANA

NIM/PRODI   : 15.1300.152/PBI

FAKULTAS   : TARBIYAH

JUDUL   : USING VIDEO CLIP TO IMPROVE ORAL ABILITY

OF THE EIGHTH YEAR STUDENTS OF JUNIOR

HIGH SCHOOL 7 PAREPARE

Instrument Penelitian

Dalam penelitian ini, peneliti akan menggunakan quasi-experiment dengan memberikan pre-test dan post-test yang sama pada kelas experiment dan kelas control serta diengkapi dengan instruksi pada instrument sebagai berikut:

PRE-TEST

Make a conversation with your seatmate based on the situation below!

Suggestion

1. Your friend needs a book for his homework. But he doesn't enough money to buy it.

   What will you suggest her?

Obligation

2. Eva wants to submit her assignment to Mrs. Dian, but it's already very late.

   What will Mrs. Dian say to Eva?

r

Invitation

3. Shasa feels bored to do anything. Suddenly, John comes to invite Shasa to go to his music concert.

    What will Shasa say to John?

POST-TEST

Make a conversation with your seatmate based on the situation below!

Suggestion

1. Linda suggests to Liza to go to library this Sunday, but Liza cannot come because she has to go to see her grandma.

    What will Liza say to decline Linda's suggestion?

Obligation

2. Rudi will go to school by a motorcycle. But he forgot to wear helmet. He cannot go home because he can be late to school. Suddenly, a policeman stops his motorcycle.
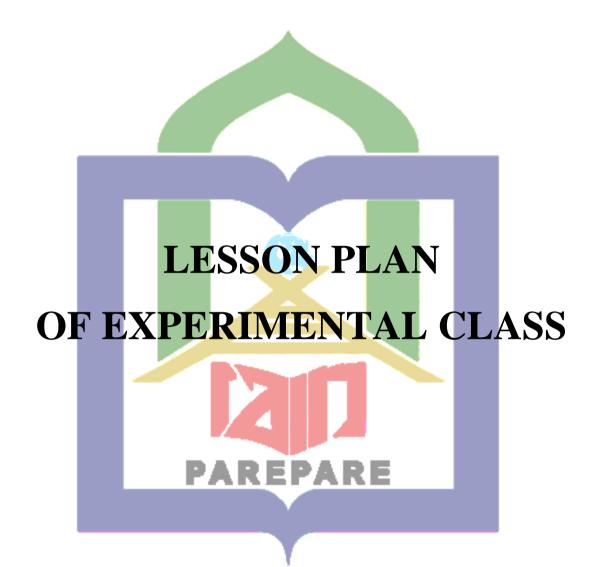
    What will the policeman say to Rudi?

Invitation

3. Angga is very busy doing his homework at his room. Suddenly, Sheila, his friend comes and asks him to come to her party tonight at. 0700 p.m.

    What will Angga say to Sheila to decline her invitation?

APPENDIX 2

LESSON PLAN

PAREPARE

LESSON PLAN
OF EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**: SMPN 7 PAREPARE**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / I**
Aspek/Skill	**: Speaking**
Alokasi Waktu	**: 4 x 40 Menit (Per Pertrmuan)**

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mecoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.3	Menemukan fungsi sosial dan unsur kebahasaan teks interaksi transaksional lisan dan tulis sesuai dengan konteks penggunaanya.	3.3.1	Mengidentifikasi fungsi sosial teks, struktur teks, unsur kebahasaan teks, dan ungkapan.
4.3	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan meminta, memberi, menerima dan menolak informasi.	4.3.1	Menyusun kalimat sederhana yang benar sesuai konteks.

Fokus penguatan karakter : kesantunan, percaya diri dan bekerja sama

C. **Tujuan Pembelajaran**

Setelah mempelajari materi ini, siswa diharapkan mampu menentukan fungsi sosial, struktur kalimat, unsur kebahasaan, dan menyususn kalimat terkait:

1. Meminta, memberi, menerima dan menolak saran (pertemuan pertama dan kedua)
2. Memberi dan meminta keharusan (pertemuan ketiga dan keempat)
3. Memberi, meminta dan menolk undangan (pertemuan kelima dan keenam).

D. **Metode pembelajaran**

Role Play

E. **Median/Alat, Bahan, dan Sumber Belajar**

1. Media/Alat : Laptop, LCD (Proyektor), Speaker, White Board and Board marker
2. Bahan : Script/Paper, vocabularies Sheet
3. Sumber Belajar :
   - Buku paket kelas 8
     Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2017. Bahasa Inggris, "When English Rings a Bel"l. Jakarta: Pusat Kurikulum, Balitbang Kemendikbud.
   - Arsyad Azhar. 2015. Dasar-Dasar Penguasaan Bahasa Inggris, Melalui Your Basic Vocabulary. Makasaar: Pustaka Pelayar.
   - Kamus

F. **Kegiatan Pembelajaran**

PERTEMUAN PERTAMA, KETIGA, DAN KELIMA

1. **Kegiatan Pendahuluan (±10 Menit)**
   a. Siswa mengucapkan salam kepada guru.

b. Berdoa

c. Guru memeriksa kehadiran siswa

d. Guru menyampaikan topik dan tujuan pembelajaran

2. **Kegiatan inti (±60 Menit)**

MENGAMATI

a. Guru mengelompokkan siswa, terdiri dari 2 orang siswa.

b. Guru memberikan siswa vocabularies sheet.

c. Guru meminta siswa memperhatikan video yang akan tayangkam.

d. Guru memutar video sebanyak 2 kali.

e. Guru meminta siswa menemukan kata-kata sulit yang ada pada video yang ditayangkam.

MENANYA

a. Siswa bertanya mengenai kata-kata sulit yang ada pada video yang telah ditayangkam.

b. Siswa menyampaiakan hal-hal yang mereka ketahui dari isi video yang telah ditayangkam.

MENGUMULKAN INFORMASI

a. Guru menjelaskan kepada siswa cara mengucapkan kata-kata sulit tersebut dengan benar.

b. Siswa mengulang pengucapakan kata-kata sulit tersebut dengan benar.

c. Guru membagikan script/paper berisi:

- Asking, Giving, Accepting and Declinig Suggestion (pertemuan pertama).

- Expressing Oligation (pertmuan ketiga).

- Giving, Accepting, and Declining Invitation (pertemuan kelima).

d. Guru meminta siswa mendiskusikan isi dari video yang telah ditontn.

e. Guru meminta setiap siswa membuat dialog terkait materi yang diajarkan.

MENGKOMUNIKASIKAN

a. Guru meminta setiap siswa tampil di depan kelas memerankan dialog mereka.

3. **Kegiatan Penutup (±10 Menit)**

a. Meminta siswa menyimpulkan poin-poin penting dari materi yang telah dipelajarjari.

b. Melakukan refleksi terhadap hasil Pembelajaran.

c. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

d. Berdoa dan mengucapkan salam perpisahan.

PERTEMUAN KEDUA, KEEMPAT DAN KEENAM

1. **Kegiatan Pendahuluan (±10 Menit)**

a. Siswa mengucapkan salam kepada guru.

b. Berdoa

c. Guru memeriksa kehadiran siswa

d. Guru menyampaikan topik dan tujuan pembelajaran

2. **Kegiatan inti (±60 Menit)**

MENGAMATI

a. Guru mengelompokkan siswa, terdiri dari 3 orang siswa.

b. Guru memberikan siswa vocabularies sheet.

c. Guru meminta siswa memperhatikan video yang akan tayangkam.

d. Guru memutar video sebanyak 2 kali. Putaran video pertama, siswa diminta memperhatikan video secara keseluruhan, dan putaran video kedua, video diputar tanpa suara, siswalah yang menyebut ungkapan atau kalimat tersebut secara bersamaan.

e. Guru meminta siswa menemukan kata-kata sulit yang ada pada video yang ditayangkan.

MENANYA

a. Siswa bertanya mengenai kata-kata sulit yang ada pada video yang ditayangkan.

b. Siswa menyampaiakan hal-hal yang mereka ketahui dari isi video yang telah ditayangkan.

MENGUMPULKAN INFORMASI

a. Guru menjelaskan kepada siswa cara mengucapkan kata-kata sulit tersebut dengan benar.

b. Siswa mengulang pengucapakan kata-kata sulit tersebut dengan benar

MENGKOMUNIKASIKAN

a. Guru membagikan script/paper berisi dialog:

- To Give Suggestion (pertemuan kedua).
- To State Obligation (pertemuan keempat)
- To Invite Someone To Do Something (pertemuan keenam)

b. Guru meminta setiap siswa tampil di depan kelas memerankan dialog yang telah dibagikan bersama teman kelompoknya.

3. **Kegiatan Penutup (±10 Menit)**

a. Meminta siswa menyimpulkan poin-poin penting dari materi yang telah dipelajarjari.

b. Melakukan refleksi terhadap hasil Pembelajaran.

c. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

d. Berdoa dan mengucapkan salam perpisahan.

G. **Penilaian Hasil Belajar**

1. **Teknik penilaian**

a. Sikap   : Observasi

b. Pengetahuan   : Tes lisan

c. Keterampilan   : Unjuk kerja

LAMPIRAN MATERI PERTEMUAN PERTAMA

Asking, Giving, Accepting and Declining Suggestion

1. **Asking for Suggestion**

    a. Do you have any idea?

    b. Do you have any suggestion for me?

    c. Can you tell me what should I do?

    d. What should I do?

2. **Giving Suggestion**

    a. Let's …

    b. I think we'd/you'd better…

    c. We'd/you'd better…

    d. What about…

    e. Why don't we/you…

    f. How about…?

    g. I suggest you…

    h. You should…

    i. May be you could…

    j. It would probably be a good idea to…

    k. Shall we…?

3. **Accepting Suggestion**

    a. Sounds great /sounds good.

    b. That's a good idea.

    c. Alright

    d. Good/okay/right

    e. Yes, you are right

f. That sounds like a good suggestion

g. That sounds like a good idea.

4. Declining/Refusing Suggestion

a. Maybe some other time.

b. I am Sorry, I cannot.

c. Sorry, I am busy.

d. No, I don't think so

e. I don't think we/you should

f. Well, not really

g. That's too boring

Example 1

Alex   : *Should I* buy the porsche or the Ferrari?

John   : *I think you should* buy the Ferrari.

Alex   : Why is that?

John   : yeah, because I'd like to borrow it.

Example 2

Rafi   : I have serious problem today. I have just lost my driver licensi.

Liza   : Don't be so sad Rafi. *Let's* find it around the park.

Rafi   : I have looked for it for hours but I don't find it. *Do you have some ideas?*

Liza   : *You had better* tell the securities.to announce it to other students.

Rafi   : Yeah, that sounds good. I do hope it helps.

LAMPIRAN MATERI PERTEMUAN KEDUA

To Give Suggestion
Look at and listen the dialogue on video carefully that the teacher play !

Jenny : I'm bored. Oh camping!

    Mom, dad, let's go camping.

Dad : Camping.

Jenny : Yes. Let's go camping, please.

Dad : Okay.

Mom : Sounds good!

At the camping location.

Mom : Wow. It's beautiful!

Dad : Let's go fishing.

Jenny : Sounds great.

Dad : Uh-uh. It's a bottle.

Jenny : Oh, it's a small fish.

VOCABULARIES SHEET

- Listen   (v)   : Mendengar
- Song   (n)   : lagu
- Newspaper (n)   : surat kabar
- Watch   (v)   : menonton
- Musical   (n)   : komidi music
- Along   (adv)   : sepanjang
- River   (n)   : sungai
- Bored   (adj)   : bosan
- Boring   (v)   : membosankan
- Do   (v)   : melakukan
- Forecast   (n)   : ramalan
- Say   (v)   : mengatakan
- Bright   (adj)   : terang
- Dry   (adj)   : kering
- Rain   (n)   : hujan
- Lake   (n)   : danau
- Weather   (n)   : cuaca
- Worse   (adj)   : lebih buruk
- Spend   (v)   : menghabiskan
- But   (adv)   : tetapi
- Sure   (adj)   : yakin
- Join   (v)   : ikut
- Stay   (v)   : tinggal
- Visit   (v)   : mengunjungi
- Think   (v)   : piker
- Tell   (v)   : menceritakan/memberitahukan

LAMPIRAN MATERI PERTEMUAN KETIGA

Expressing Obligation

Say something that must do because of a law, rule and promise.

Fungsi social : memberi tahu seseorang apa yang harus dilakukan.

Struktur Kalimat :

- We must wear scout uniform every Friday.

- We must keep our class clean and tidy.

- You must remove your shoes.

- I must go to work on Saturday morning

Unsur Kebahasaan:

Modal verb: must

S + must + verb infinitive + o/c

CONVERSATION

Sita : "I feel disappointed with myself."

Dini : "Why?"

Sita : "Here! Look at my examination result. It is bad."

Dini : "Don't worry. You can do well on the next examination."
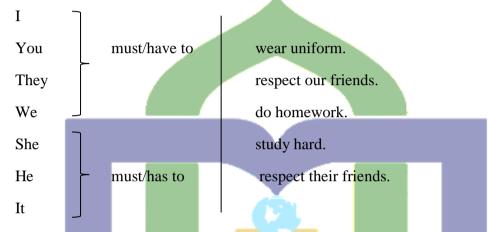
Sita : "I don't know. I am not sure."

Dini : "You **must** study harder than you did before. I know you

can do it."

Sita : "Thank's Dini."

Note :

- Must similar with have to.

- **Must** cannot use to talk about the past and future. When we use the past, or the future with will, we need to a form of have to.

I

You   must/have to   wear uniform.

They   respect our friends.

We   do homework.

She   study hard.

He   must/has to   respect their friends.

It

Example:

- ~~Ema must go to dentist yesterday~~. Ema had go to dentist yesterday

- We will have to do better next time.

BE CAREFUL:

MUST also use when we realize that something is certainly true.

EXAMPLE: *Andre isn't here. He must be working in the library*

LAMPIRAN MATERI PERTEMUAN KEEMPAT

To State Obligation

Look at and listen the dialogue on video carefully that the teacher play !

Wini : What's that Haris?

Haris : Oh..it is a registration form.

Wini : Registration? For what?

Haris : For an English debat competition.

Wini : You want to apply?

Haris : I want to, but I am not confident.

Wini : Oh come on! Your English is really good. Just do it!

Haris : You think so?

Wini : Yes of course!

Haris : Okay! I need to go now because this form **must** be submitted this noon if I want to follow the competition.

Wini : Yeah! Go!

VOCABULARIES SHEET

- Law   (n)   : hukum
- Rule   (n)   : peraturan
- Promise   (n)   : janji
- Wear   (v)   : memakai
- Uniform   (n)   : seragam
- Respect   (v)   : menghormati
- Hard   (adj) : keras
- Keep   (v)   : menjaga
- Tidy   (adj) : rapi
- Remove   (v)   : melepaskan
- Work   (v)   : berkerja
- Talk   (v)   : berbicara
- Similar   (adj) : sama/mirip
- Past   (n)   : masa lalu
- Future   (n)   : masa depan
- Dentist   (n)   : dokter gigi
- Realize   (v)   : menyadari
- Certainly (adv) : memang/pasti
- Immediately(adv) : dengan segera
- Obey   (v)   : mematuhi
- Without   (prep) : tanpa
- Exception (v)   : perkecualian
- Help   (v)   : membantu
- Earlier   (adj) : lebih awal
- Borrow   (v)   : meminjam
- Dress   (n)   : gaun
- Dirty   (adj) : kotor
- Secret   (adj) : rahasia
- Hurry   (n)   : buru-buru
- Miss   (v)   : melewatkan
- Grass   (n)   : rumput
- Damaged (adj) : rusak
- Feel   (v)   : merasa
- Result   (n)   : hasil
- Form   (n)   : bentuk
- Apply   (v)   : melamar
- Confident (adj) : percaya diri
- Follow   (v)   : mengikuti

LAMPIRAN MATERI PERTEMUAN KELIMA

Giving, Accepting and Declining Invitation

1. **Giving Invitation**
   a. Could you…
      (Could you + verb)
      Example: Could you come to my painting exhibition?
   b. Why don't you…
      (Why don't you + verb)
      Example: Why don't you play soccer with us?
   c. Are you free to..?
      (Are you free to + verb)
      Example: Are you free to drink coffee on Saturday after your class?
   d. Would you like to…?
      (Would you like to + verb/bare infinitive)
      Example: Would you like to go to the museum with me?
   e. Do you want to…
      (Do you want to + verb/ bare infinitive)
      Example: Do you want to come to my house for dinner?

2. **Accepting Invitation**
   a. Thank you, I'd love to
   b. Yes, that would be great!
   c. Oh, certainly. Thank you.
   d. Great idea
   e. That's good
   f. Thanks for inviting me.

3. **Declining Invitation**
   a. Sorry, I'm busy
   b. I'm directly sorry
   c. Thanks for asking, but I'm busy.

LAMPIRAN MATERI PERTEMUAN KEENAM

To Invite Someone To Do Something

Look at and listen the dialogue on video carefully that the teacher play !

Conversation in telephone

Benny : Hello. Good morning. This is Benny.

Anna : Oh, Hi Benny. Good morning. How are you?

Benny : fine. I just got your invitation card to your birthday party.

Anna : you are coming, aren't you?

Benny : yes, I am. Thanks for inviting me

Anna : of course. You are one of my best friend. Don't forget to wear a t-shirt, okay.

Benny : are you sure we should wear a t-shirt to your party?

Anna : yeah. There will be some outdoor games.

Benny : wow. That must be fun! Okay see you then.

Anna : alright. See you soon.

VOCABULARIES SHEET

- Painting (n) : Melukis/Lukisan
- Exhibition (n) : Pameran
- Free (adj) : Bebas
- Museum (n) : Musium
- Great (adj) : Bagus
- Directly (adv) : Secara langsung
- This (kata tunjuk) : Ini
- Just (adv) : Hanya/Segera
- Invitation (n) : Undangan
- Card (n) : Kartu
- Best (adj) : terbaik
- T-shirt (n) : Kemeja
- Outdoor (adj) : Diluar
- Fun (n) : Kesenangan/Menyenangkan
- Swimming (n/v) : Berenang
- Lesson (n) : Pelajaran
- Park (n) : Taman
- Zoo (n) : Kebun Binatang
- Concert (n) : konser

LESSON PLAN
OF CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**SMPN 7 PAREPARE**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas / Semester	**:**	**VIII / I**
Aspek/Skill	**:**	**Speaking**
Alokasi Waktu	**:**	**4 x 40 Menit (Per Pertemuan)**

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

	Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.3	Menemukan fungsi sosial dan unsur kebahasaan teks interaksi transaksional lisan dan tulis sesuai dengan konteks penggunaanya.	3.3.1	Mengidentifikasi fungsi sosial teks, struktur teks, unsur kebahasaan teks, dan ungkapan.
4.3	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan meminta, memberi, menerima dan menolak informasi.	4.3.1	Menyusun kalimat sederhana yang benar sesuai konteks.

Fokus penguatan karakter : kesantunan, percaya diri dan bekerja sama

C. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu menentukan fungsi sosial, struktur kalimat, unsur kebahasaan, dan menyususn kalimat terkait:

1. Meminta, memberi, menerima dan menolak saran (pertemuan pertama dan kedua)
2. Memberi dan meminta keharusan (pertemuan ketiga dan keempat)
3. Memberi, meminta dan menolk undangan (pertemuan kelima dan keenam)

D. Metode pembelajaran

Role Play

E. Median/Alat, Bahan, dan Sumber Belajar

1. Media/Alat   : White Board and Board marker
2. Bahan   : Script / Paper / Sheet
3. Sumber Belajar   :

   • Buku paket kelas 8

   Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2017. Bahasa Inggris, "When English Rings a Bell". Jakarta: Pusat Kurikulum, Balitbang Kemendikbud.

- Arsyad Azhar. 2015. Dasar-Dasar Penguasaan Bahasa Inggris, Melalui Your Basic Vocabulary. Makasaar: Pustaka Pelayar.
- Kamus

F. Kegiatan Pembelajaran

PERTEMUAN PERTAMA, KETIGA DAN KELIMA

1. Kegiatan Pendahuluan (±10 Menit)

a. Siswa mengucapkan salam kepada guru.

b. Berdoa

c. Guru memeriksa kehadiran siswa

d. Guru menyampaikan topik dan tujuan pembelajaran

2. Kegiatan inti (±60 Menit)

MENGAMATI

a. Guru mengelompokkan siswa, terdiri dari 2-3 orang siswa.

b. Guru meminta siswa membuka buku paket siswa.

c. Guru membagikan script/paper berisi:

- Asking, Giving, Accepting and Declinig Suggestion (pertemuan pertama).
- Expressing Oligation (pertmuan ketiga).
- Giving, Accepting, and Declining Invitation (pertemuan kelima).

f. Guru meminta siswa menemukan kata-kata sulit yang ada dalam script / paper.

MENANYA

a. Siswa bertanya mengenai kata-kata sulit yang ada dalam script yang telah dibagikan.

b. Siswa menyampaiakan hal-hal yang mereka ketahui dari isi script / paper yang bagikan.

MENGUMULKAN INFORMASI

a. Guru menjelaskan kepada siswa cara mengucapkan kata-kata sulit tersebut dengan benar.

b. Siswa mengulang pengucapakan kata-kata sulit tersebut dengan benar

c. Guru meminta setiap siswa membuat dialog sesuai dengan materi yang diajarkan bersma teman kelompoknya.

MENGKOMUNIKASIKAN

a. Guru meminta setiap siswa tampil di depan kelas membacakan dialog mereka.

3. **Kegiatan Penutup (±10 Menit)**

a. Meminta siswa menyimpulkan poin-poin penting dari materi yang telah dipelajarjari.

b. Melakukan refleksi terhadap hasil Pembelajaran.

c. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

d. Berdoa dan mengucapkan salam perpisahan.

PERTEMUAN KEDUA, KEEMPAT DAN KEENAM

1. **Kegiatan Pendahuluan (±10 Menit)**

a. Siswa mengucapkan salam kepada guru.

b. Berdoa

c. Guru memeriksa kehadiran siswa

d. Guru menyampaikan topik dan tujuan pembelajaran

2. **Kegiatan inti (±60 Menit)**

MENGAMATI

a. Guru mengelompokkan siswa, terdiri dari 3 orang siswa.

b. Guru meminta siswa membuka buku paket siswa.

c. Guru membagikan script/paper berisi:

- To Give Suggestion (pertemuan kedua).

- To State Obligation (pertemuan keempat)

- To Invite Someone To Do Something (pertemuan keenam)

d. Guru meminta siswa menemukan kata-kata sulit yang ada dalam script / paper.

MENANYA

a. Siswa bertanya mengenai kata-kata sulit yang ada dalam script yang telah dibagikan.

b. Siswa menyampaiakan hal-hal yang mereka ketahui dari isi script / paper yang bagikan.

MENGUMULKAN INFORMASI

a. Guru menjelaskan kepada siswa cara mengucapkan kata-kata sulit tersebut dengan benar.

b. Siswa mengulang pengucapakan kata-kata sulit tersebut dengan benar.

MENGKOMUNIKASIKAN

a. Guru meminta setiap siswa tampil di depan kelas membacakan dialog yang telah dibagikan bersama teman kelompoknya

4. **Kegiatan Penutup (±10 Menit)**

a. Meminta siswa menyimpulkan poin-poin penting dari materi yang telah dipelajarjari.

b. Melakukan refleksi terhadap hasil Pembelajaran.

c. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

d. Berdoa dan mengucapkan salam perpisahan.

G. Penilaian Hasil Belajar

1. Teknik penilaian

a. Sikap   : Observasi

b. Pengetahuan   : Tes lisan

c. Keterampilan   : Unjuk kerja

LAMPIRAN MATERI PERTEMUAN PERTAMA

Asking, Giving, Accepting and Declining Suggestion

1. **Asking for Suggestion**

   a. Do you have any idea?

   b. Do you have any suggestion for me?

   c. Can you tell me what should I do?

   d. What should I do?

2. **Giving Suggestion**

   a. Let's …

   b. I think we'd/you'd better…

   c. We'd/you'd better…

   d. What about…

   e. Why don't we/you…

   f. How about…?

   g. I suggest you…

   h. You should…

   i. May be you could…

   j. It would probably be a good idea to…

   k. Shall we…?

3. **Accepting Suggestion**

   a. Sounds great /sounds good.

   b. That's a good idea.

   c. Alright

   d. Good/okay/right

   e. Yes, you are right

f. That sounds like a good suggestion

g. That sounds like a good idea.

5. **Declining/Refusing Suggestion**

a. Maybe some other time.

b. I am Sorry, I cannot.

c. Sorry, I am busy.

d. No, I don't think so

e. I don't think we/you should

f. Well, not really

g. That's too boring

Example 1

Alex : *Should I* buy the porsche or the Ferrari?

John : *I think you should* buy the Ferrari.

Alex : Why is that?

John : yeah, because I'd like to borrow it.

Example 2

Rafi : I have serious problem today. I have just lost my driver licensi.

Liza : Don't be so sad Rafi. *Let's* find it around the park.

Rafi : I have looked for it for hours but I don't find it. *Do you have some ideas?*

Liza : *You had better* tell the securities.to announce it to other students.

Rafi : Yeah, that sounds good. I do hope it helps.

LAMPIRAN MATERI PERTEMUAN KEDUA

To Give Suggestion

Listen your teacher read the dialogue carefully!

Jenny : I'm bored. Oh camping!

          Mom, dad, let's go camping.

Dad   : Camping.

Jenny : Yes. Let's go camping, please.

Dad   : Okay.

Mom   : Sounds good!

At the camping location.

Mom   : Wow. It's beautiful!

Dad   : let's go fishing.

Jenny : sounds great.

Dad   : uh-uh. It's a bottle.

Jenny : oh, it's a small fish.

LAMPIRAN MATERI PERTEMUAN KETIGA

Expressing Obligation

Say something that must do because of a law, rule and promise.

Fungsi social : memberi tahu seseorang apa yang harus dilakukan.

Struktur Kalimat :

- We must wear scout uniform every Friday.

- We must keep our class clean and tidy.

- You must remove your shoes.

- I must go to work on Saturday morning

Unsur Kebahasaan:

Modal verb: must

S + must + verb infinitive + o/c

CONVERSATION

Sita : "I feel disappointed with myself."

Dini : "Why?"

Sita : "Here! Look at my examination result. It is bad."

Dini : "Don't worry. You can do well on the next examination."
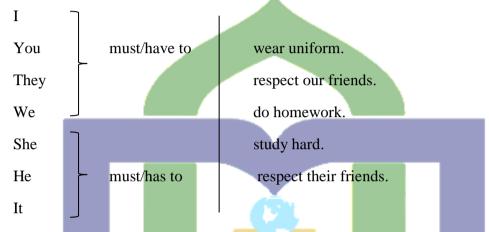
Sita : "I don't know. I am not sure."

Dini : "You **must** study harder than you did before. I know you

can do it."

Sita : "Thank's Dini."

Note :

- Must similar with have to.

- **Must** cannot use to talk about the past and future. When we use the past, or the future with will, we need to a form of have to.

I

You   must/have to   wear uniform.

They   respect our friends.

We   do homework.

She   study hard.

He   must/has to   respect their friends.

It

Example:

- ~~Ema must go to dentist yesterday~~. Ema had go to dentist yesterday

- We will have to do better next time.

BE CAREFUL:

MUST also use when we realize that something is certainly true.

EXAMPLE: *Andre isn't here. He must be working in the library*

LAMPIRAN MATERI PERTEMUAN KEEMPAT

To State Obligation

Look at and read the dialogue carefully!

Wini : What's that Haris?

Haris : Oh.. it is a registration form.

Wini : Registration? For what?

Haris : For an English debat competition.

Wini : You want to apply?

Haris : I want to, but I am not confident.

Wini : Oh come on! Your English is really good. Just do it!

Haris : You think so?

Wini : Yes of course!

Haris : Okay! I need to go now because this form **must** be submitted this noon if I want to follow the competition.

Wini : Yeah! Go!

LAMPIRAN MATERI PERTEMUAN KELIMA

Giving, Accepting and Declining Invitation

1. **Giving Invitation**

    a. Could you…

    (Could you + verb)

    Example: Could you come to my painting exhibition?

    b. Why don't you…

    (Why don't you + verb)

    Example: Why don't you play soccer with us?

    c. Are you free to..?

    (Are you free to + verb)

    Example: Are you free to drink coffee on Saturday after your class?

    d. Would you like to…?

    (Would you like to + verb/bare infinitive)

    Example: Would you like to go to the museum with me?

    e. Do you want to…

    (Do you want to + verb/ bare infinitive)

    Example: Do you want to come to my house for dinner?

2. **Accepting Invitation**

    a. Thank you, I'd love to

    b. Yes, that would be great!

    c. Oh, certainly. Thank you.

    d. Great idea

    e. Thanks for inviting me

3. **Declining Invitation**

    a. Sorry, I'm busy

    b. I'm directly sorry

    c. Thanks for asking, but I'm busy.

LAMPIRAN MATERI PERTEMUAN KEENAM

To Invite Someone to Do Something

Look at and read the dialogue carefully!

Conversation in telephone

Benny : Hello. Good morning. This is Benny.

Anna : Oh, Hi Benny. Good morning. How are you?

Benny : fine. I just got your invitation card to your birthday party.

Anna : you are coming, aren't you?

Benny : yes, I am. Thanks for inviting me

Anna : of course. You are one of my best friend. Don't forget to wear a t-shirt, okay.

Benny : are you sure we should wear a t-shirt to your party?

Anna : yeah. There will be some outdoor games.

Benny : wow. That must be fun! Okay see you then.

Anna : alright. See you soon.

APPENDIX 3

PRE-TEST AND POST-TEST OF EXPERIMENTAL CLASS

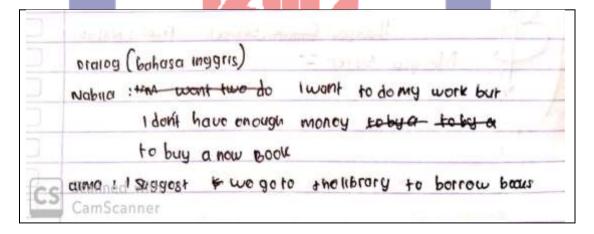1. Pre-test and post-test of subject 7 and subject 8

> Shasa : I feels bored to do anything at my home.
>
> John : come on we go to his music concert.
>
> Shasa : Yes

What the student say	What the student should say
Subject 7 • I feel <u>bored</u> to do anything at my home. /aɪ/ /fi:l/ /bored/ /tu:/ /du:/ /ˈenɪθɪŋ/. • Yes. /yes/. Subject 8 • <u>Come on we</u> go to his <u>concert music</u>. /kʌm/ /ɑ:n/ wi:/ /goʊ/ /tu:/ /konser/ /musik/.	Subject 7 • I feel bored to do anything at my home. /aɪ/ /fi:l/ /bɔ:rd/ /tu:/ /du:/ /ˈenɪθɪŋ/. • Yes, let's go. /yes/, /lets/ //goʊ/. Subject 8 • Let's go to my music concert tonight. /lets/ /goʊ/ /tu:/ /maɪ/ //ˈmju:zIk/ /ˈkɑ:nsərt/ /təˈnəIt/.

> OBLIGATION
>
> Policeman : Good Morning
>
> Angga : Good Morning sir
>
> Policeman: Why you dont use helmet?
>
> Angga : I am sorry sir, I am forget it. I cont back to my home, because. I can late to school.
>
> Policeman: You must use helmet if you drive! Dont do it again.
>
> Angga : Yes sir.
>
> NURHIDAYAT AS ➡ POLICEMAN
>
> GLENN AS ➡ ANGGA

What the student say	What the student should say
Subject 7 • Good morning. /gʊd/ /mɔ:rnɪŋ/. • Why you don't use helmet? /wəɪ/ /dont/ /yu:/ /wer/ /'helmɪt?/ • You must use helmet if you <u>drive</u>! Don't do it again. /yu:/ /mʌst/ /wer/ / /'helmɪt/ /ɪf/ /yu:/ /drev!/. /dont/ /du:/ /ɪt/ /ə'geɪn/. Subject 8 • Good morning <u>sir.</u> /gʊd/ /mɔ:rnɪŋ/ /sir/. • I'm sorry <u>sir</u>, I'm <u>forget</u> it. I <u>cant</u> back to my home, <u>Because</u>, I can <u>late</u> to school. /aɪm/ / 'sɑ:ri/ /sir/. /aɪm/ fər'gɑ:t/ /ɪt/. /aɪ/ /kan/ /bæk/ /tu:/ /maɪ/ /hoʊm/ /bekos/ /aɪ/ /kən/ /bi:/ /let/ /tu:/ /sku:l/. • Yes sir. /yes/ /sir/	Subject 7 • Good morning. /gʊd/ /mɔ:rnɪŋ/. • Why don't you wear helmet? /wəɪ/ /dont/ /yu:/ /wer/ /'helmɪt?/ • You must wear helmet if you drive! Don't do it again. /yu:/ /mʌst/ /wer/ / /'helmɪt/ /ɪf/ /yu:/ /draɪv!/. /dont/ /du:/ /ɪt/ /ə'geɪn/. Subject 8 • Good morning sir. /gʊd/ /mɔ:rnɪŋ/ /sər/. • I'm sorry sir, I'm forgot it. I can't back to my home, because, I can be late to school. /aɪm/ / 'sɑ:ri/ /sər/. /aɪm/ fər'gɑ:t/ /ɪt/. /aɪ/ /kænt/ /bæk/ /tu:/ /maɪ/ /hoʊm/ /bɪ'kəz/ /aɪ/ /kən/ /bi:/ /leɪt/ /tu:/ /sku:l/. • Yes sir. /yes/ /sər/.

2. Pre-test and post-test of subject 14 and subject 223

What the student say	What the student should say
Subject 23	Subject 23
I <u>want</u> to do my <u>work but</u> I don't <u>have enough money</u> to buy <u>a new</u> book. /ai/ /went/ /tu / du:/ /maɪ/ /wor/ /bet/ /ai /dont/ /ef/ /enog/ //moni/ /tu/ /baɪ/ e.. /aino/ / bʊk/./.	I want to do my homework but I don't have enough money to buy a new book. /ai/ /wɔnt/ /tu/ /du:/ /maɪ/ /hoʊmwa:rk/ /bʌt/ /ai/ /dont/ //hæv/ /ɪ'nʌf/ /mʌni/ /tu/ /baɪ/ /eɪ/ /nju:/ /bʊk/.
Subject 14	Subject 14
I <u>suggest</u> we go to the <u>library</u> to borrow books. /ai/ /sages/ /wie/ /gow/ /tu/ /ðe:/ /librait/ /tu/ /bɔ:roʊ/ /'bʊks/.	I suggest we go to the library to borrow books. /ai/ /sə'dʒest/ /wie/ /gow/ /tu/ /ðe:/ /laɪbreri/ /tu/ /bɔ:roʊ/ /'bʊks/.

INVITATION

Ariyani : Hi Sri wulan, how are you?

Sri wulan : HI, Very well. Thanks.

Ariyani : would you like to come to my party tonight at 07.00 P.m?

Sri wulan : I'm very sorry. I can'd.
I am busy to do my homework.

Ariyani : oh, okay.

What the student say	What the student should say
Subject 14	Subject 14
• Hi Sri Wulan, <u>How</u> are you? /haɪ/ /Sri/ /Wulan/. /ho/ /ɚ/ /yuw/?	• Hi Sri Wulan, How are you? /haɪ/ /Sri/ /Wulan/. /haʊ/ /ɚ/ /yuw/?
• Would you like to come to my party tonight at 07.00 p.m. /hə'lo/ /Angga/, /wʊd/ /yu:/ /laɪk/ /tu:/ /kʌm/ /tu:/ /maɪ/ /pɑ:rti/ /tʊ'naɪt/ /æt/ /07.00/ /pi:em/.	• Would you like to come to my party tonight at 07.00 p.m. /hə'lo/ /Angga/, /wʊd/ /yu:/ /laɪk/ /tu:/ /kʌm/ /tu:/ /maɪ/ /pɑ:rti/ /tʊ'naɪt/ /æt/ /07.00/ /pi:em/.
• Oh, okay. /oh/, /o'kɛi/.	• Oh, okay. /oh/, /o'kɛi/.
Subject 23	Subject 23

• Hi, very well. Thanks. /haɪ/, /very/ /wel/. /θænks/. • I'm very sorry, I can't. I <u>am</u> busy to do my homework. /aɪm/ very/ /ˈsɑːri/. /aɪ/ kænt/. /aɪ/ /ˈbɪzi/ /tuː/ /duː/ /maɪ/ /hoʊmwaːrk/.	• Hi, very well. Thanks. /haɪ/, /very/ /wel/. /θænks/. • I'm very sorry, I can't. I am busy to do my homework. /aɪm/ very/ /ˈsɑːri/. /aɪ/ kænt/. /aɪ/ /ˈem/ /ˈbɪzi/ /tuː/ /duː/ /maɪ/ /hoʊmwaːrk/.

APPENDIX 4
PRE-TEST AND POST-TEST OF CONTROL CLASS

1 Pre-test and post-test of subject 15 and subject 18

Dialog

Eva = I'm sorry mom, Because late. submit my assignmant

Mrs Dian = no problem but It's Don't that ~~Agavi~~ Again (do)

Eva = yas mrs Dian ! Thanks you

What the student say	What the student should say
Subject 18	Subject 18
• I'm sorry mom, <u>because late submit</u> my <u>assignment.</u> /aIm/ /ˈsɔrie/ /mam/, /bikos/ /let/ /submit/ /maI/ /asinmin/.	• I'm sorry mom, because I'm late to submit my assignment. /aIm/ /ˈsɔrie/ /mam/, /biˈkɔz/ /ai/ /æm/ /leit/ /tu/ /səbˈmit/ /maI/ /əˈsaInmənt/.
• Yes Mrs. Dian! <u>Thanks</u> you. /jes/ /mIsIz/ /Dian/. /teŋk/ /yuw/.	• Yes Mrs. Dian. Thank you. /jes/ /mIsIz/ /Dian/. /θæŋk/ /yuw/.
Subject 15	Subject 15
No <u>problem</u> but it's don't that again /noʊ/ /problem/ /bʌt/ /dont/ /Its/ /tek/ /əˈgeIn/.	No problem but don't do that again. /noʊ/ /pɑ:bləm/ /bʌt/ /dont/ /du:/ /THæt/ /əˈgeIn/.

What the student say	What the student should say
Subject 18 • Hi Liza <u>how</u> are you ? /haɪ/ /Liza/, /ho/ /ə/ /yuw/? • Liza, let's go to library this Sunday. /Liza/, /letz/ /goʊ/ /tu:/ /'laɪbreri/ /ðɪs/ /'sʌndeɪ:/. • Okay, <u>may be</u> next time. /ˌo'kɛi/, /maebe//nekst/ /taɪm/. Subject 15 • Hi Linda, I am fine, thanks /haɪ/ /Linda/, /aɪ/ /em/ /faɪn/, /θæŋks/. • I don't think we <u>should</u>, because I will go to see my <u>grandma</u> /aɪ/ /dont/ /θɪŋk/ /we:/ /sul/, /, /bɪ'kəz/ /aɪ/ /wɪl/ /goʊ/ /tu/ /si:/ /maɪ/ /geitmei/.	Subject 18 • Hi Liza how are you? /hai/ /Liza/ /haʊ/ /ə/ /yuw/? • Liza, let's go to library this Sunday. /Liza/, /letz/ /goʊ/ /tu:/ /'laɪbreri/ /ðɪs/ /'sʌndeɪ:/. • Okay, may be next time. /ˌo'kɛi/, /meɪ/ /bi:/ /nekst/ /taɪm/. Subject 15 • Hi Linda, I am fine, thanks. /haɪ/ /Linda/, /aɪ/ /em/ /faɪn/, /θæŋks/. • I don't think we should, because I will go to see my grandma /aɪ/ /dont/ /θɪŋk/ /we:/ ʃʊd/, /bɪ'kəz/ /aɪ/ /wɪl/ /goʊ/ /tu/ /si:/ /maɪ/ /grænmɑ:/.

2. Pre-test and post-test of subject 14 and subject 21

What the student say	What the student should say
Subject 21	Subject 21
• I <u>need</u> a book for my homework. But I doesn't <u>enough</u> money to <u>buy</u> it. /ai/ /niks/ /eI/ /bʊk/ fɔ:r/ /maI/ /hoʊmwa:rk/. /bʌt/ /it/ /'dʌzənt/ /mʌni/ /tu/ bat/ /It/.	• I need a book for my homework. But I don't have enough money to buy it. /ai/ /ni:d/ /eI/ /bʊk/ fɔ:r/ /maI/ /hoʊmwa:rk/. /bʌt/ /ai/ /dont/ /hæv/ /I'nʌf/ /mʌni/ /tu/ baI/ /It/.
• Yes, thanks for <u>suggestion.</u> /jes/ /θænks/ /fɔ:r/ /sugesyen/.	• Yes, thanks for suggestion. /jes/ /θænks/ /fɔ:r/ /sə'dʒestʃən/.
Subject 14	Subject 14
You <u>should use the</u> old book. /yuw/ /sul/ /us/ /ðe:/ /oʊld/ /bʊk/.	You should use the old book. /yuw/ /ʃʊd/ /yu:z/ /ði:/ /oʊld/ /bʊk/.

> policeman : Do you know why I stop your motorcyle?
> Rudi : No, sir?
> policeman: your no woar to helmet?! because i'm stops your motorcyle.
> Rudi : Im sorry, sir. I just now in a hurry
> policeman: okey, other time do not repeat it back.

What the student say	What the student should say
Subject 21	Subject 21
• Do you know why I stop your motorcycle? /du:/ /yu:/ /noʊ/ /waɪ/ /aɪ/ /sstɑːp/ yur/ /motorsail/	• Do you know why I stop your motorcycle? /du:/ /yu:/ /noʊ/ /waɪ/ /aɪ/ /sstɑːp/ yur/ /ˈmoʊtərsəɪkl?/
• <u>Your no</u> wear <u>to</u> helmet! /yur/ /no/ /wer/ /tu:/ /ˈhelmɪt/.	• You do not wear helmet. /yu:/ /du:/ /nɑːt/ /wer/ /ˈhelmɪt/.
• Okay, <u>other</u> time do not repeat it <u>back</u>. /oˈkɛi/, /ˈʌðər/ /taɪm/ /du:/ /nɑːt/ /rɪˈpit/ /ɪt/ /bæk/.	• Okay, next time do not repeat it again!. /oˈkɛi/, /nekst/ /taɪm/ /du:/ /nɑːt/ /rɪˈpit/ /ɪt/ /əˈgeɪn
Subject 14	Subject 14
• No <u>Sir?</u> /no/ /sir?/.	• No, Sir. /no/ /sər/.
• <u>Im</u> sorry Sir. I just in a hurry. /aɪm/ / ˈsɑːri/ /sir/. /aɪ/ /Justin/ /hurri/.	• I'm sorry Sir. I am just in a hurry. (Because I can be late to school). /aɪm/ / ˈsɑːri/ /sər/. /aɪ/ /em/ /dʒʌst/ /ɪn/ /e/ /ˈhʌri/. (/biˈkəz/ /aɪ/ /kən/ /bi:/ /leɪt/ /tu:/ /sku:l/).

CURRICULUM VITAES

SRY SUTRIANA, the researcher was born on September 5th, 1997 in Parepare, South Sulawesi. The researcher lives in Kebun Mente street, no. 109, Kelurahan Lemoe, kecamtan Bacukiki. The researcher is the second child of four siblings from the couple Sukardi and Mahira. She started the elementary school at SDN 51 Parepare, and finished in 2009.in the same year, she continued her study to junior high school of SMPN 7 Parepare and finished in 2012. In the same year, she continued her study to senior high school of MAN 2 Parepare and finished in 2015. She subscribed and accepted studying in S1 English Education Program of Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare in 2015 and graduated in 2020. The researcher completed her study by submitted skripsi on tittle *"Using Video Clip to Improve Oral Ability of the Eighth Year Students of Junior High School 7 Parepare"*.