A THESIS

**THE USE OF CUTTING VIDEO CLIP CAPCUT TO IMPROVE
HIGH SCHOOL STUDENTS' SPEAKING SKILL IN
MAN 1 PAREPARE**

BY:

**MARDATILLAH
REG NUM. 2020203888203065**

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

2024

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MAN 1 PAREPARE**

(A Quantitative Research)

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REG NUM. 2020203888203065**

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

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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to

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PAREPARE

2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title	: The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 Parepare
Student Name	: Mardatillah
Student Reg. Number	: 2020203888203065
Study Program	: English Education
Faculty	: Tarbiyah
Basis for Supervisor Determination	: Dean of the Faculty of Tarbiyah Degree Number: 565 Year 2024

Approved by:

Principal Supervisor	: Dra. Hj. Nanning, M.Pd.	(.................)
EIN	: 19680523 200003 2 005	
Co-Advisor	: Kalsum, M.Pd.	(.................)
EIN	: 2026098601	

Knowing:

Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 Parepare

Student Name : Mardatillah

Student Reg. Number : 2020203888203065

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.2676/In.39/FTAR.01/PP.00.9/07/2024

Date of Graduation : July, 12th 2024

Approved By:

Dra. Hj. Nanning, M.Pd. (Chairman) (............................)

Kalsum, M.Pd. (Secretary) (............................)

Dr. Abdul Haris Sunubi, S.S, M.Pd. (Member) (............................)

Dr. Arqam, M.Pd. (Member) (............................)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

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الْحَمْدُ لِلهِ رَبِّ الْعَالَمِنَ وَالصَّلاةُ وَاسَّلَامُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ والْمُرْسَلِيْنَ وَعَلَى أَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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    There is no ivory that is not cracked, there is no wave without waves, all mistakes are the writer's weaknesses and shortcomings. Therefore, the writer expects criticism and suggestions from all parties for future improvements.

Parepare, <u>14 July 2024</u>
8 Muharram 1446 H

The Researcher

<u>Mardatillah</u>
Reg. Num. 2020203888203065

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name	: Mardatillah
Student Reg. Number	: 2020203888203065
Place and Date of Birth	: Salubone Pinrang, 24 September 2001
Study Program	: English Education
Faculty	: Tarbiyah
Title of Thesis	: The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 PAREPARE

Stated this thesis was his own writing and if it can be proved that it was coped, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 14 July 2024
8 Muharram 1446 H

The Writer

Mardatillah
Reg. Num. 2020203888203065

ABSTRACT

Mardatillah. *The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 Pare-pare. English Education Program of Tarbiyah Faculty, State Islamic Institute (IAIN) Pare-pare.* (Supervised Nanning and Kalsum)

This study aimed to improve high school students' speaking skill by using cutting video clip CapCut in MAN 1 Pare-pare. The study's findings were beneficial to the teachers, the students and the future researchers. As a result of the teachers' innovative approach to teaching speaking classes, the students' discovery of entertaining ways to hone their speaking skill and the future researchers will draw inspiration or references from this study to create better learning materials for their own research. This study used quantitative research applying the pre-experimental method. The population of this research was all the X grade students of MAN 1 Pare-pare. Hence, random sampling was used. The sample was X.1, which consisted of 17 students. This study used the test (pre-test and post-test) in collecting and analyzing the data.

The findings demonstrated that the students achieved 3 categories in pre-test, namely Fair (6%), Poor (47%) and Very Poor (47%), yet the findings in post-test, the students also achieved 3 categories such as Good (29%), Fair (65%) and Poor (6%). Therefore, the study's findings showed that using cutting video clip CapCut significantly improved the students' speaking skill. It demonstrated by the students mean score in pre-test (43.29) and in post-test (62.35). It showed that the T-test value was higher that the T-table value (1.86 > 1.745).
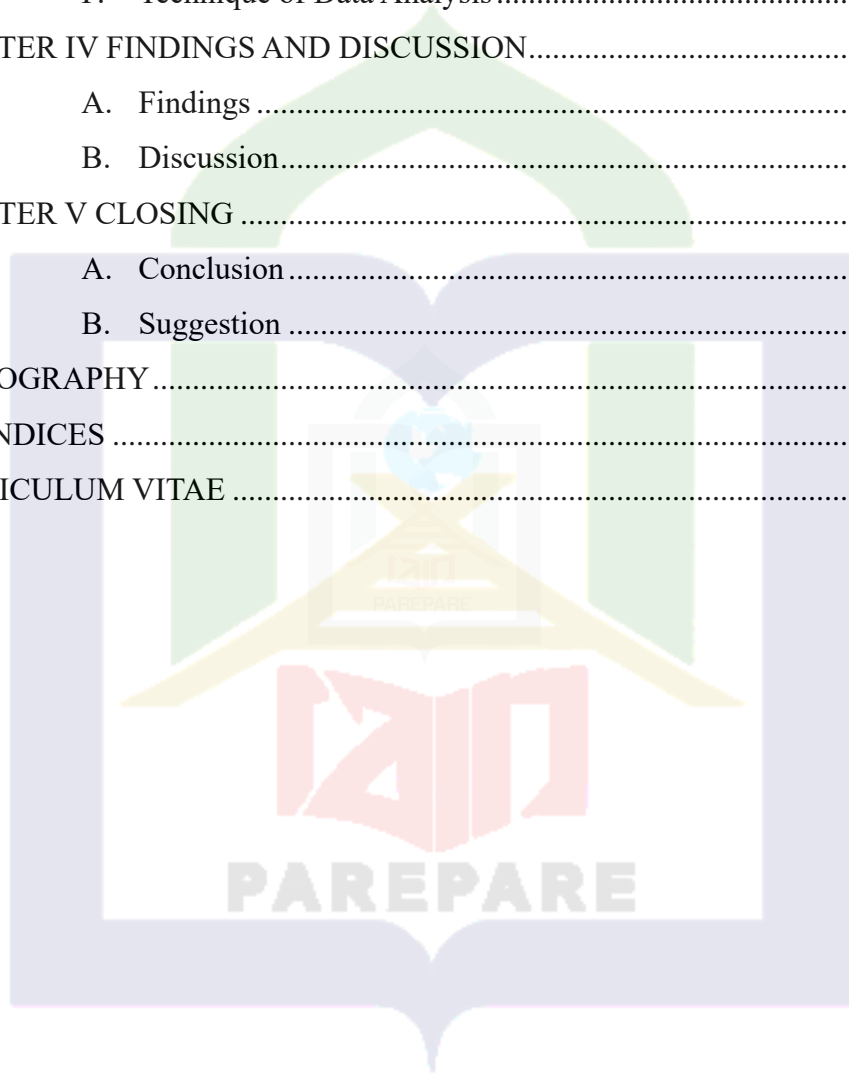
Then, it can be concluded that the students' speaking skill by using cutting video clip CapCut significant better after the treatment. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It demonstrated that Cutting video clip CapCut can help students become more proficient speakers. Thus, it can be said that using cutting video clip CapCut able to improve the students' speaking skill.

Keywords: *Cutting Video Clip, CapCut Application, Speaking Skill.*

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CHAPTER I

INTRODUCTION

A. Background

In recent years, there has been a closer connection between technology and human life. Technology is useful in every element of human existence. On the other hand, Industry 4.0, a term is used to characterize the development of the global technology industry, stand for the fourth industrial revolution. This fourth level is dedicated to digital technology. One way that technology is employed in education is through learning media. Teacher can also use learning media as tool to better and more effectively teach materials to their students, both in-person and virtually. In the age of digital technology, education is greatly aided by it. With the help of contemporary technological advancement in education, particularly in language instruction, language learners today have access to a wide range of resources.[1] Nonetheless, phone, laptops, and computers can be utilized for education and decision-making. One area that makes use of technology in the classroom is language. During learning a language, students should become proficient in speaking, listening, writing and reading. As a result, technology can be an item that teachers can improve their students' speaking skills.

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[1] Moradi H. Self-directed Learning in Language Teaching-learning Processes. MJLTM 2018; 8 (6) :59-64 URL: http://mjltm.org/article-1-122-en.html, (9 March, 2024).

One tool that teachers can use to help students learn English especially in speaking is video clip.[2] Video clip is short video typically ranging from a few seconds to a few minutes in duration usually used by someone to provide information, entertainment or messages briefly and concisely. Video clip can be used as effective learning tools because it can demonstrate concepts that are difficult to explain in a more visual and interactive way.[3] In addition, users use their linguistic and contextual expertise to build meaningful messages to the target audience in a social context, making stories an inclusive form of communication. Video clip encourages creativity and language learning. Suitable for both groups and individuals. Therefore, the use of video clip containing material can enhance the ability to remember information, stimulate creativity, improve understanding and create a more conducive learning environment.[4] Teachers must choose the content, the visual, and what objects to use to complement the information in the video clips, demanding critical thinking.[5] Video clip software includes KineMaster, CapCut, Adobe, VN, InShot, WeVideo, and others. In addition, CapCut can help teachers in explaining the learning materials. This is because CapCut has the advantage of displaying images, video and animations to help students

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[2] Nanden Sri Rahayu and Rizki widiastuti 'improving students' speaking skill through video clips', *ELANG: an English language education journal*, 5.2 (2020).

[3] Dinh, T. H. T. (2023). The effect of video clips on students' speaking performance. International Journal of Language Instruction, 2.1, p.40-50. DOI https://doi.org/10.54855/ijli.23214, (9 March, 2024).

[4] Prajna Angger Kusuma dan Gamaliel Septian Airlangga, 'pengembangan video clip lagu materi system pernapasan manusia untuk siswa sekolah dasar', *Jurnal basicedu, 10.3 (2022)*.

[5] Petrenko L.A., & Philippov M.N. (2017). Using video materials in teaching foreign language. 3.3, p.108-115.

interact with learning materials and CapCut is suitable for learning process.[6] CapCut is also a popular choice for users seeking a high-quality and efficient video editing application. As a result, researcher will use CapCut as a tool for students to generate their digital stories in this research.

Additionally, teachers can make stunning videos with CapCut, a free all-in-one video editing program.[7] The CapCut is an excellent video editing tool that lets us add and remove clips, add music, and add stickers. But both novice and expert editors use CapCut, a well-liked video editing application for android Bytedance devices. With this program, users may edit videos and produce engaging content by utilizing an array of tools and effects.[8] In addition, CapCut is among the Google Play Store's most downloaded apps.[9] The CapCut application includes some user-friendly features, though, such the ability to clip, reverse, and adjust the pace of the video that has to be altered. Superior and equipped with advanced filters. Top music hits / amazing sounds are available to add some edge to the video. Can easily express your videos completely and it has a sophisticated look.

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[6]Inayah Hanum., Azhar U., Rosmaini & Ika Febriana 'Efectiveness of using Capcut video learning media in curriculum analysis courses for Indonesian language and literature education study program students, FBS UNIMED', EAI, (2024).

[7] Norzaimi, H.B., et al. 'The development of e-content 'Sci-anime2021' for PDPR *during Covid-19 era.* In: International Jasin Multimedia & Computer Science Invention and Innovation Exhibition (i-JaMCSIIX 2021). UiTM Cawangan Melaka Kampus Jasin, Rembau, Negeri Sembilan, pp. 87-90, 2021.

[8] Anggraini, D., & Ningsih, Y. (2022). 'Development of Android-Based Learning Media Using the CapCut Application in Integrated Thematic Learning in Grade IV Elementary School'. *Journal of Practice Learning and Educational Development*, *2*(1), 35-43.

[9] Nurjanis, N., Hadi, F. E., & Nugraha, Y. M. (2024). 'Training on The Use of Capcut Application as Digital-Based Learning Media at SMPN 4 Tambang', Community Development Journal: *Jurnal Pengabdian Masyarakat*, *5*(1), 1063-1070.

Speaking is a skill that requires the creation, acquisition, and processing and interpretation of information. Therefore, speaking is the most important of the four fundamental language skills when studying a second or foreign language.[10] Speaking skills are essential since a large number of recent high school graduates work in the field right away. The reason for this is lack of funds and hiding from public speaking engagements.[11]

Graduates who demonstrated aptitude and practical competence in their fields have been given practical skill and talent. Speaking as a skill that needs to be practiced a lot. Without practice, the student's speaking skills will not improve. Students' speaking skill can be enhanced by engaging in ongoing activities on a regular basis.[12]

Found on his research Syafryadin, the English spoken by students is still a challenging skill to master.[13] Besides, they have difficulties in communicating for various reasons, including a lack of stories to recount, lack of language to explain concepts, still have difficulty in grammar and poor words and pronunciation, and interesting teaching methods to motivate them to speak.

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[10] Quezada Coronel, E. E. (2022). *Improving Speaking Skills Through the Use of Self-assessment in A2 Level Students* (Master's thesis, Universidad Casa Grande. Departamento de Posgrado).

[11] Amio, M, *Challenges of Grade 11 Students in Speaking in English at Pulung Santol National High School* (Academia Edu, 2020)*,* p. 5. Reachable via the link: (DOC) Challenges of Grade 11 Students in Speaking in English at Pulung Santol National High School | Miyuki Amio - Academia.edu (5 February 2024)

[12] Luqyana, N., Inayah, N., & Burhansyah, B. (2023). The Effectiveness of Using Situational Language Teaching in Teaching Speaking Skills for Junior High School. *Research in English and Education Journal*, *8*(4), 181-197.

[13] Syafryadin, S. (2020). Students' strategies in learning speaking: Experience of two Indonesian schools. *Vision: Journal for Language and Foreign Language Learning,* 9.1, 34-47.

One of the key elements in fostering a positive learning environment in the classroom is the teacher's application of engaging teaching techniques. In addition to knowing how to create materials that are simple for students to understand, they should also be able to increase student engagement and achievement in the classroom. To prevent speaking instruction from becoming tedious and monotonous, teacher should be able to create any kind of content. So, teachers need technology to support their learning process.

Based on researcher's observation finds that the problem mentioned previously is crucial and needs to be fixed. To solve the problem, the teacher can use cutting video clip CapCut as an alternative medium to improve high school students' speaking skill. By using cutting video clip, students will feel more interested in learning materials because it combines digital media such as text, photos, narrative voice recordings, music, and video.

According to an English teacher at MAN 1 Parepare, researcher find that the school has two English teachers. English teachers at MAN 1 Parepare teach English with a combination of English and Bahasa to ensure that students understand what is being talked about. The teacher makes use of visuals or textbooks to clearly explain concepts. The teachers deliver the materials succinctly and clearly. However, students find it difficult to comprehend the given descriptive materials.

The finding previously also occurs in MAN 1 Parepare. Speaking English is a challenge for a lot of students. First, students feel uneasy while using English because

they do not have enough vocabulary. Second, students still struggle with English word pronunciation. Students are reluctant to use English in their daily lives and in their studies because of these issues. Third, because teachers employ traditional teaching methods, students have little interest in learning and practicing the language on a regular basis, even in learning English.

By combining visual and audio in learning media, it can make the learning process more interesting and students can focus more on the material and the learning process. Nowadays, students, especially at high school, have been using social media like Instagram and TikTok.[14] In this application, students can express themselves through photos and videos so that students will get used to video editing, so CapCut will be the best choice because it's a free and easy-to-use application. This application is widely used by content creators because of its practical use.

Based on the background, the researchers will conduct a study entitled **"The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 Parepare"**.

B. Research Question

Based on the background that has been presented, there is an issue that can be formulated into a research issue, namely:

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[14] Bahri, A., Damayanti, C. M., Sirait, Y. H., & Alfarisy, F, 'Aplikasi Tiktok sebagai Media Pembelajaran Bahasa Inggris di Indonesia. *Jurnal Indonesia Sosial Sains,* 3.1, 120-130 (2022).

"Is the use of cutting video clip CapCut able to improve high school students' speaking skill at MAN 1 Parepare?"

C. Objective of the Research

Based on the background that has been presented, the following is the purpose of research that can be formulated:

"Learn about the use of cutting video clip with the CapCut application in improving the speaking English skills of high school students."

D. Significance of the Research

The use of this research is:

a. For Teachers

1) The teachers can expand their understanding of the theories of language learning, especially in the context of developing English-speaking skills.

2) Teachers can apply the concept of cutting video clip and the use of the CapCut application in speech learning, in accordance with relevant learning theories.

3) Implementing an effective learning method can help improve students' academic achievements in the English-speaking field.

b. For Students

1) Students will gain immediate benefits in improving their speaking English skills through innovative and interactive learning methods.

2) Students will learn to use digital technology effectively and creatively, which is an essential skill in today's modern world.

c. For next researcher

1) This study can be used by the next researcher to provide the better learning method in improving English-speaking skill.

2) The result of this research can be used by the next researchers as a contribution of opinion that can take as references concerning in the same areas.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about previous related research findings, some pertinent idea, theoretical framework, hypothesis and Operational definition of variables.

A. Previous Research findings

Prucesia Kumara Silva with the research title "Improving Students' Speaking Skill Through the Use of Video Clips of The Eight Grade Students of SMP IT Abu Bakar Yogyakarta".[15] This research aims to investigate how the use of video clips can improve students' speaking skills. The research results show that the use of video clip as the teaching media combined with the use of speaking activities and English classroom was proven to be effective to improve the students' speaking skills. They also had adequate opportunities to practice speaking in order to speak fluently and confidently.

Mohamad Jajuli, Sholeh Hidayat, and Luluk Asmawati in 2019 with the research title "Development of Science Song Video Clips in Science Learning in Primary Schools".[16] This research aims to produce video clips of science songs that are suitable as science learning media for class IV students at SDN Kadumerak 1,

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[15] Prucesia Kumara Silva, 'Improving Students' Speaking Skill Through the Use of Video Clips of The Eight Grade Students of SMP IT Abu Bakar Yogyakarta' *Unpublished Master's Thesis. Yogyakarta: State University of Yogyakarta,* (2013).

[16] Mohamad, J., & Asmawati, L. 'Development of science song vioe clips in science learining in elementary school'. JTPPM *(Journal of educational and learning Technology): Edutech and Intructional Research Journal,* 6.2, (2019).

Karangtanjung district. The research results show that the science song video clip product is suitable according to material experts, music experts and media experts and is in the "very good" category. According to students' responses to its use, the science song video clip that was developed was in the "very good" category. So, it can be concluded that the video clip of the science song developed is suitable for use in the field as a science learning medium for class IV MI/SD students.

Dara Priandini, and her friends in 2023 with the research title "The use of capcut application in improving students' creativity in social studies learning at junior high school".[17] Students' creativity skills often remained underdeveloped, and the utilization of technology was frequently limited. In response to this issue, this paper aimed to explore the impact of employing the CapCut application on students' creativity skills. The research adopted a Classroom Action Research (CAR) design. The findings reveal a progressive improvement in creativity across each cycle of the study. This research underscored that the integration of the CapCut application effectively enhances students' creativity skills within the context of social studies learning.

These three studies have the same focus on learning media by using video clips. The main difference lies in the type of video clip used and the aspects emphasized in the research. From the findings previously, researcher finds that using video clip can improve the learning materials and make the students more active and interested in

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[17] Dara Priandini, *et al.,* eds., "The use Capcut Application in Improving Students' Creativity in Social Studies Learning at Junior High School. Jurnal Teknologi Pendidikan: *Jurnal Penelitian dan Pengembangan Pembelajaran*. 8. 857, (2023).

learning process. But none of them apply cutting video clip by CapCut and use high school students' speaking skill as the object of their research. Because of that, the researcher will apply cutting video clip CapCut in the research to know the effectiveness of using cutting video clip CapCut In improving high school students' speaking skill.

B. Some Pertinent Ideas

1. Speaking Skill

Speaking skills are a person's ability to express words in such a way that they can be heard, understood and acted upon. This skill can also be referred to as the art of oral communication that a person can have which can also be referred to as rhetoric. Speaking skills are very important in everyday life, especially in the world of work.[18] Good speaking skills can help a person to influence others, convey messages clearly, and build good relationships with others. Speaking skills refer to a person's ability to express thoughts, feelings, and information orally by using language that is appropriate to the context, purpose, and intended audience. In this context, speaking skills not only include the ability to produce verbal sounds, but also involve the ability to understand the communicative context, choose the right words, and adjust style and tone according to the situation at hand.[19]

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[18] Hussain, S. (2017). Teaching speaking skills in communication classroom. *International Journal of Media, Journalism and Mass Communications*, *3*(3), 14-21.

[19] Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, *2*(2), 6-18.

The importance of speaking skills cannot be ignored, as it is one of the main ways for individuals to communicate, interact and learn from others. Through speaking skills, one can convey ideas, opinions, and information clearly and effectively to others. In addition, speaking skills also enable individuals to engage in various types of social interactions, both in formal and informal contexts, which are important aspects of everyday life. As Allah says in the Qur'an Q.S. Al-A'raf 7/199:[20]

خُذِ الْعَفْوَ وَأْمُرْ بِالْعُرْفِ وَاَعْرِضْ عَنِ الْجٰهِلِيْنَ ۝١٩٩

"*Take what is given freely, enjoin what is good, and turn away from the ignorant.*"

The process of developing speaking skills involves various speaking activities designed to improve one's communication abilities. Activities such as group discussions, presentations, interviews, simulations, and role plays are some examples of activities that can help individuals to practice and hone their speaking skills. Through active participation in such activities, individuals can expand their vocabulary, improve understanding of language structures, and develop the ability to convey ideas effectively.

In an educational context, the development of speaking skills is one of the main focuses in the language learning process. Teachers often design classroom activities specifically designed to train students' speaking skills. By providing opportunities for

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[20] Al-Qur'an and translation, surah Al-A'raf verse 199.

students to speak and interact in the target language, teachers can help students to gain confidence in using the language in various communicative situations.

Speaking skills consist of several parts that are interrelated and form the whole process of oral communication. The following is an explanation of the parts of speaking skills[21]:

a. Pronunciation

Pronunciation refers to a person's ability to produce precise and clear language sounds. This includes the correct use of vowels, consonants, and intonation. Good pronunciation aids comprehension and clarity in communication.

b. Vocabulary

Vocabulary refers to the collection of words that a person has and understands. The ability to use a diverse vocabulary appropriately and in context enhances one's speaking ability to convey ideas and information clearly.

c. Grammar

Grammar includes the rules and structures used in the formation of sentences and the organization of words within a language context. Understanding proper grammar helps one to construct sentences that are correct and easily understood by the audience.

d. Speaking Skills

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[21] Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.

Speaking skills cover various aspects that affect one's ability to convey messages orally. This includes the ability to structure ideas, organize information, choose the right words, and manage intonation and volume effectively.

e. Listening Skills

Listening skills are essential in speaking skills, as the process of oral communication involves an exchange of information between the speaker and the listener. The ability to listen well helps one to understand the message conveyed by the interlocutor, so that they can respond appropriately.

f. Interaction Skills

Interaction skills encompass one's ability to communicate effectively with others in a variety of situations. This includes the ability to start, maintain, and end conversations, as well as to adapt to the other person's communication style.

g. Intonation and Facial Expression

Intonation and facial expression play an important role in conveying meaning and emotion in oral communication. The use of proper intonation and appropriate facial expressions can help convey messages more clearly and capture the attention of the audience.

By understanding and mastering these various parts of speaking skills, one can become an effective communicator in a variety of communicative situations, both in formal and informal contexts.

2. Cutting Video Clip

Using video clips for learning is a teaching technique developed by Edgar dale, an education expert in the 20th century, known as the "Cone of experience" or "Cone of Learning."[22] Dale's theory suggests that people are inclined to better recall information when it's presented visually or through audiovisual mediums like images, videos, or presentations, more easily than information presented solely through verbal or textual means.

Within Dale's framework, learning media are classified according to the extent of engagement and interaction they offer participants. Video clips belong to the category of audiovisual media, providing both visual and auditory stimulation to learners, thereby improving their retention and comprehension of the material being taught.

Cutting video clip refers to the video editing process where specific sections of video footage are trimmed, removed or modified to achieve the intended result. Typically, this involves utilizing video editing software to eliminate extraneous scenes, trim irrelevant segments or rearrange clips to improve the overall flow or coherence of the storyline. By cutting video clips, editors can enhance both the visual quality and narrative coherence of the final video output. Then it can create a video clip with an

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[22] Lee, Sang Joon and Thomas C. Reeves. "Edgar Dale and The Cone of Experience" (2018).

interesting impression on the audience.[23] Additionally, this process might entail incorporating special effects, transitions, music, text overlays or other elements to heighten the visual appeal and engagement for the audience. The source of the video can be searched in YouTube, Movie, TikTok and other platforms. This cutting video clip is usually packaged in the form of VCD and DVD. Video clip can also attract students' interest because they can be played again if the material is difficult to understand.

Cutting video clip offers a range of advantages, contingent upon their intended context and purpose. Below are several common benefits associated with this practice:

2) Shortening Duration: Editing video can effectively decrease their overall length, rendering them more concise and digestible for viewers. This proves particularly valuable when the original footage is excessively lengthy or contains less pertinent segments.

3) Enhancing Focus: By excising irrelevant or less crucial segments, video editing can sharpen the audience's attention on the central message or narrative being conveyed.

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[23] Jajuli, M., Hidayat, S., & Asmawati, L. (2019). Development of Science Song Video Clips in Science Learning in Elementary Schools. *JTPPm (Journal of Educational and Learning Technology): Edutech and Intructional Research Journal*, *6*(1).

4) Crafting highlight reels: Within the realms of sports, concerts, or presentation, video editing facilitates the creation of highlight reels, spotlighting the most captivating or noteworthy moments from the event.

5) Rectifying errors or discomfort: Editing allows for the rectification of errors of discomfort present in the footage, such as camera instability, speaking blunders, or unwanted noise, thus enhancing overall viewing experience.

6) Tailoring for specific platforms: Different social media platforms impose varying duration and format requisites for videos. By cutting video one can tailor them to align with the specifications of the targeted platform.

7) Augmenting aesthetic appeal: Cutting video contributes to enhancing aesthetic qualities by refining composition, storyline coherence and synchronization of visual and auditory elements.

8) Customizing for audience preferences: Videos can be tailored through editing to cater to the specific needs and preferences of the audience, encompassing language, cultural nuances or individual testes.

9) Diminishing file size: In certain instances, editing can also serve to reduce the file size of videos, proving advantageous especially when sharing via email or other platforms constrained by file size limitations.

Cutting video clip is included in the video type of media and is an audio-visual media. There are several advantages of using video as a learning medium, including:[24]

1) Prioritize moving objects.

2) Colorful, sound, and supported by sound and visual effects

3) Can provide animation if necessary to present a process

4) Easy to serve

5) Does not require a dark room when serving

6) With a video recording device, a large number of viewers can obtain information from experts

7) Difficult demonstrations can be prepared and recorded beforehand, so that when teaching, a teacher or instructor can focus on the presentation

8) Saves time because recordings can be played back

9) Can observe more closely dangerous objects or objects that are moving.

Currently, cutting video clip is often used as an effective learning medium in almost all subjects and courses. Especially in the Culinary Arts course because this course requires creativity, understanding and patience, especially for students, this cutting video clip learning media is presented lively, briefly and clearly.

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[24] Sutrisno, S., Pratama, A., & Rani, H. A. D. (2020). Development of Video Tutorial Learning Media to Improve Skills in 2-Dimensional and 3-Dimensional Animation Engineering Subjects for Multimedia Students at SMK Negeri 1 Tonjong. *Joined Journal (Journal of Informatics Education)*, 2(2), 1-6.

The feasibility of learning media can be seen as follows:[25]

1. Effectiveness of screen design, such as: size of letters, shape or type of letters, color of letters, image quality, composition of text color relative to background color, clarity of narrative, effectiveness of images

2. Generally, audio-visual learning media needs to pay attention to audio or sound, such as: accompanying music, narrator's voice

3. Ease of program operation, such as: easy to operate program and systematic presentation.

4. Consistency, such as: consistency of words, terms, sentences and consistency of development or flow

5. Navigation, such as: navigation effectiveness and navigation function so make it easier for media users

6. Benefits, such as: making teaching and learning easier, providing focus of attention and making it easier for teachers or educators to teach.

Here are the following steps using cutting video clip in teaching speaking English:

1) The initial step in utilizing cutting video clips involves selecting material that corresponds with the speaking learning objectives of the students. The chosen material should be captivating, pertinent, and tailored to the students' English proficiency level.

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[25] Fatmawati, N. L. (2021). Development of Powtoon Animation Videos as a Medium for Learning English for Elementary School Age during the Pandemic. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, *26*(1), 65-77.

2) Following material selection, researcher will employ the CapCut application to edit the video into concise, targeted segments. This flexibility allows instructors to customize the duration and content of the video to suit the students' needs and preferences.

3) Subsequently, the cutting video clips will be incorporated into the instructional process and presented to the students. Teachers can utilize these videos as prompts for speaking activities such as discussions, role-plays, or real-life scenario simulations.

4) Throughout these activities, students will be encouraged to actively engage in English conversation. They can utilize the video content as a springboard for dialogue, practice language expressions, refine intonation, and enhance their confidence in verbal English communication.

   3. CapCut Application

CapCut is an online video editing software that offers various features to create and edit videos easily. The features of CapCut include cutting, merging, adding text, filters, transitions, and effects. CapCut can be used for educational purposes, such as creating presentations, projects, digital stories, and video collaboration.[26]

Capcut is a video editing application developed by Bytendance Pte. This app can help users edit videos with a variety of free features, including a variety of effects,

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[26] Ardiansyah, M. (2023). Analisis Komparasi Ketertarikan Masyarakat Kota Batam Dalam Penggunaan Video Editor Capcut dan VN. *Jurnal Informasi dan Teknologi*, 91-102.

so that the resulting content is better and more interesting. Capcut is also fairly easy to understand and is one of the most popular apps on PlayStore 1. In Capcut, users can edit videos in two ways, automatically and manually. Capcut's features include; Templates, a feature that is suitable if users want to edit videos automatically.[27] Capcut provides a number of templates that can be used immediately. There are many template options that can be customized according to taste and video needs, and New Project, which is a feature suitable for users who want to create videos from scratch and really according to their wishes. In this feature, users can "tweak" the video through a number of tools that have been provided. Available tools include Edit, Audio, Text, Effect, and Filters.

4. CapCut Application in Public Speaking Improvement

CapCut is a video editing application that provides a variety of features that allow users to produce creative and engaging video content. Here is a more detailed explanation of CapCut's main features:

a. Clip Cutting and Merging

CapCut allows users to easily cut and merge video clips. This feature is essential for creating a cohesive and engaging narrative in a video. With this capability, users can organize video clips into a logical and flowing sequence, enhancing the quality of the story being told.

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[27] Ardiansyah, M. (2023). Analisis Komparasi Ketertarikan Masyarakat Kota Batam Dalam Penggunaan Video Editor Capcut dan VN. *Jurnal Informasi dan Teknologi*, 91-102.

b. Visual Effects and Filters

The app provides various visual effects and filters that can be applied to videos. This feature allows users to add a unique aesthetic and atmospheric touch to their videos, thereby enriching the viewer's visual experience and enhancing the appeal of the content.

c. Text and Stickers

CapCut allows users to add text and stickers to their videos. With this feature, users can convey additional messages or information directly within the video, as well as add creative and humorous elements to enhance visual appeal.

d. Music and Sound

Users can easily add background music or sound effects to their videos using CapCut. This feature helps in creating the right ambience and reinforcing the emotions that the video is trying to convey, thereby enhancing the overall quality and appeal of the content.

e. Speed Control

CapCut also provides speed control that allows users to slow down or speed up video clips. This feature provides flexibility in setting the tempo and rhythm of the video, allowing users to adjust the timing according to the needs of the story being told.

In an educational context, CapCut has a variety of potentially useful uses:[28]

1. Creative Learning: Teachers and students can use

    CapCut to create creative projects such as presentations, learning videos, or documentation of school activities, thus increasing student engagement and interest in learning.

2. Improving Speaking Skills

    By creating and editing videos, students can improve their speaking and communication skills in creative and engaging language.

3. Conveying Information Effectively

    CapCut allows teachers to convey information in a more engaging and interactive way, thereby increasing student engagement and understanding of the subject matter.

4. Collaborative Learning

    CapCut can also be used for collaborative projects where students work together to create videos that reflect their understanding of a particular topic, thus enhancing students' teamwork and cooperation skills.

    With its comprehensive features and diverse potential uses, CapCut is a very useful tool in supporting creative and innovative learning in the classroom and beyond.

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[28] Thanh, T. N. (2022). The The Use of CapCut in Students' Pronunciation Practice. In *VietTESOL International Convention Proceedings*.

CapCut has a number of benefits that can improve one's public speaking skills[29]:

1. Concept Visualization

   With CapCut, one can create visually appealing presentations to support their speech or presentation. Features such as text, images, and videos can be used to illustrate complex concepts in a way that is easily understood by the audience.

2. Practice and Recording

   CapCut allows users to record and edit videos of their presentations. This allows one to practice their presentation, record it, and then review and edit it for improvement. In this way, one can practice public speaking repeatedly until they feel confident in their speaking skills.

3. Improved Presentation Quality

   Using CapCut, one can add interesting visual and audio effects to enhance the quality of their presentation. For example, users can add background music that supports the mood of the presentation, or use smooth transition effects between slides to keep the audience's attention.

4. Creativity in Delivery

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[29] Syaiba, R. (2024). *SocialMedia for Learning English: Investigating EFL Students' Challenges in Creating Speaking Contents on TikTok* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

CapCut allows users to express their creativity in presentation delivery. They can use various visual effects, texts, stickers, and filters to make their presentations more interesting and entertaining.

C. Conceptual Framework

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                    ┌──────────────────────────┐
                    │    TEACHING SPEAKING     │
                    └──────────────────────────┘
                                 │
        ┌────────────────────────┼────────────────────────┐
        ▼                        ▼                        ▼
┌───────────────┐      ┌───────────────┐        ┌───────────────┐
│     Input     │      │    Process    │        │    Output     │
└───────────────┘      └───────────────┘        └───────────────┘
        │                        │                        │
        ▼                        ▼                        ▼
┌───────────────┐      ┌───────────────┐        ┌───────────────┐
│  Speaking as  │      │Teaching speaking│      │Students speaking│
│teaching material│    │ by using cutting│      │ skill result  │
│               │      │   video clip    │      │               │
└───────────────┘      └───────────────┘        └───────────────┘
```
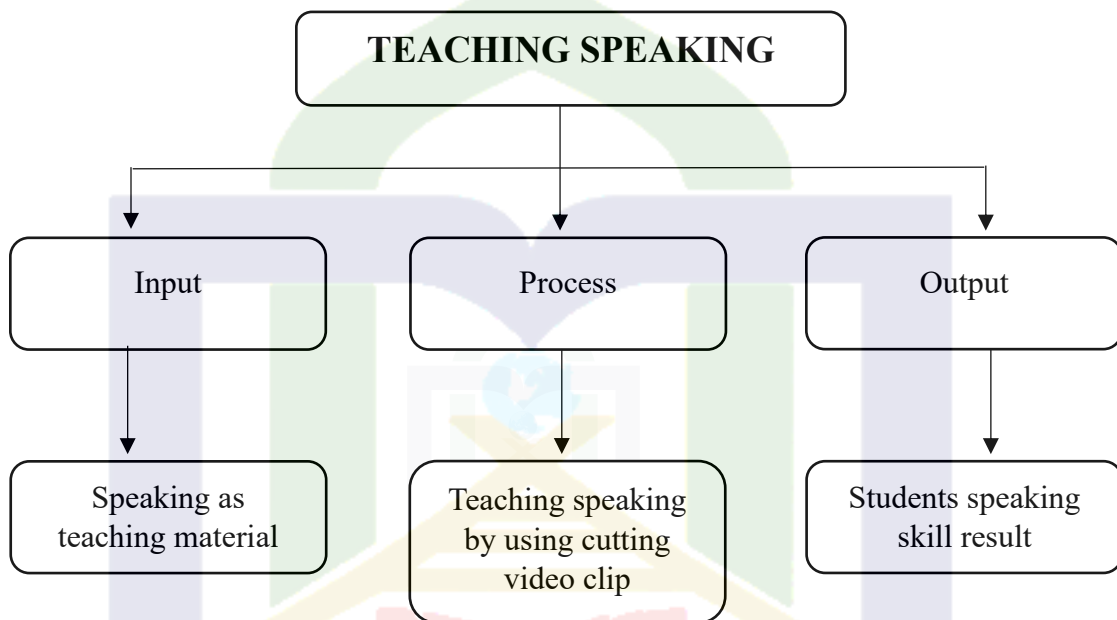
Table 2.1

Frame of Mind Research

The conceptual framework illustrates the relationship between the use of Capcut video clips as the independent variable and various aspects of high school students' speaking skills as the dependent variable. Teaching speaking English is a multifaceted endeavor influenced by several factors such as instructional techniques, learning materials, student engagement, and the incorporation of technology. Within

this framework, utilizing edited video clips through the CapCut app has emerged as a promising method for improving students' oral proficiency. This is attributed to the ability of videos to immerse students in authentic scenarios, thereby enhancing their learning experiences and engaging both their visual and auditory senses. Thus, this conceptual framework illustrates the complex relationship between the use of cutting video clip CapCut and students' speaking skills in the context of English language learning in senior high school.

D. Hypothesis

1. H0 (Null Hypothesis): There is no significant improvement in the students' speaking skill of MAN 1 Pare-pare before and after the use of cutting video clip CapCut in English learning.

2. Ha (Alternative Hypothesis): There is a significant improvement in the students' speaking skill of MAN 1 Pare-pare after the use of cutting video clip CapCut in English learning.

E. Operational Definition of Variable

1. Variable

   There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the use of cutting video clip CapCut and dependent variable is high school students' speaking skill.

2. Operational Definition of Variable

   a. The use of cutting video clip CapCut involves various tasks like trimming, cutting, splitting and arranging footage to craft a coherent and compelling video. Users can utilize CapCut to eliminate unnecessary sections, rearrange clip sequences, incorporate transitions, effects, text, music and more to improve the video's quality and narrative. Essentially, cutting video clips in CapCut means using its editing tools to modify and polish the visual content for the intended outcome.

   b. High school students' speaking skill refers to their proficiency in effectively communicating verbally, which includes clarity, coherence, vocabulary, pronunciation, fluency, and confidence in expressing ideas, opinions or information orally. Strong speaking skills are essential for high school students as they enable active participation in classroom discussions, presentation delivery, and effective communication in social and academic environments. These skills are not only vital for academic achievement but also for future professional and personal interactions. Competent speaking skills empower high school students to express their thoughts clearly, interact confidently with others and convey their messages persuasively.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used pre-experimental design with pre-test and post-test design. The students would be given pre-test, treatment and post-test. The purpose was to determine whether there was an improvement in speaking skill after using the cutting video clip. The design of this study can be illustrated as follow:

$$O_1 \quad X \quad O_2$$

Where: O_1 : Pre-Test

X : Treatment

O_2 : Post-Test.[30]

B. Location and Duration of the Research

This research conducted at MAN 1 Pare-pare, Jl. Amal Bhakti, Watang Soreang Village, Soreang Sub-district, Pare-pare City, South Sulawesi Province, 91132. The research time conducted during half a semester, starting from preliminary research to June 2024.

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[30] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

C. Population and Sample

1. Population

All units or components of a group that will be the site of a research experiment are referred to as the population.[31] The population of this research used all the X grade students of MAN 1 Pare-pare which consisted of 3 classes. There were 53 students for the population.

Table 3.1 The Total Students of MAN 1 Pare-pare

No.	Class	Sex		Total
		Male	Female	
1	X.1	9	8	17
2	X.2	7	10	17
3	X.3	11	8	19
Total				53

(Source: Administration of MAN 1 Pare-pare)

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[31] Satishprakash Shukla, "Concept of Population and sample," *How to Write a Research Paper,* no. June (2020): 1-6.

2. Sample

To represent the population in a study, it is necessary to take a sample from the existing population.[32] The sample is a subset of the complete population that would be investigated in order to serve as a representative sample that can capture every characteristic of the population. The sample of this research used random sampling technique or probability. Based on observation, the sample chosen was X.1 class with 17 samples.

D. Instrument of the Research

The instrument of this research was a speaking test applying in pre-test and post-test. The pre-test would be given before the treatment and the post-test would be given after the treatment. The type of the test was questions of descriptive text in the form of essay with 3 numbers of questions.

E. Procedure of Collecting Data

The research instrument in this study used 3 steps, namely; pre-test, treatment and post-test. This instrument would be carried out aiming to see differences in students' speaking skill before and after the experiment would be carried out according to the problems they had.

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[32] Maimuna K. Tarashi Ramadhani Khija, ludovick Utto, "Teknik Pengambilan Sample," *EKP* 13, no. 3 (2015): 1576-80.

1. Pre-Test

   In this pre-test, the researcher gave the test to students by using a speaking test through questions of descriptive text in the form of essay that had been prepared. Students would be asked with 3 numbers of question and they answered according to their understanding. This test would be carried out the aim of knowing students' speaking skill before the treatment.

2. Treatment

   After giving pre-test, the researcher gave treatments to the students by using cutting video clip CapCut. The treatment process would be conducted for four meetings.

   In the first meeting, the researcher explained about how to use video clip CapCut during the learning process and how they imitated or applied what was explaining from the video clip. The researcher played the video clip about "Telling Experience". Students were asked to pay attention to the video clip showed and wrote the main point that mentioned in the video clip. After that the researcher gave a clear explanation about the material to make students more understand the material. The researcher gave time to the students to arrange the concept of their experience. After the students finished making their concept, the students would read their experience one by one in front of the class. The last, after finishing

reading their experience, the researcher gave feedback to the students about their performance and the material.

In the second meeting, the material that would be discussed was "Describing People". The researcher showed some video clips about how to describe people well and the student paid attention to the video clips and wrote down the main point on how to describe people. Then the researcher opened question and answer session to know the students' understanding about describing people. The researcher gave opportunity to the students to make their concept and decided whom they wanted to describe. After the students finished making their concept, the students read their text about describing people one by one in front of the class. The last, after finishing reading their text, the researcher gave feedback to the students about their performance and the material.

In the third meeting, the researcher gave "Serial Story" as the material. The researcher explained about serial story and showed the video clip about serial story. After that, the researcher opened question and answer session to open the minds or understanding of the students in comprehending a serial story and the researcher asked to the students to make their storyboard and the theme used according to the students' agreement. The last, each student made their serial story and the researcher took a video of them. After that, the researcher collected the video and showed to the students.

In the fourth meeting, the material is "Dubbing". The researcher asked the students about their experience in watching English movie or English video. After that, the researcher explained about "Dubbing" and how to use it in CapCup application. Then the students practiced dubbing in the video clip that the researcher gave them. The last, the students made their own video clip dubbing. After finishing, the students submitted the video clip to the researcher.

3. Post-Test

After carrying out the treatments, to compare the results, the researcher used a post-test at the end of the study. In this post-test, the researcher also gave the test to students in the form of essay, of course with different questions. Using essay test through question of descriptive text in the form of essay that had been prepared. This test would be carried out with the aim of knowing the students' speaking skill after going through the experimental.

F. Technique of Data Analysis

The data collected through the test that had been analysed by using quantitative analysis employed statically calculation to test the hypothesis. The steps were as follow:

1. The classification of speaking assessment rubric is as follow:

Table 3.2 The Classification Rubric's Score

Speaking Assessment Rubric			
No	Aspect	Score	Description

1	Pronunciation	5	Easily understood despite having a speaker's accent.
		4	Easily understood despite having a particular accent.
		3	Pronunciation errors often cause misconceptions and call for the listener to focus entirely.
		2	Pronunciation problems make them difficult to understand, frequently asked to repeat.
		1	Severe problems to the point of being incomprehensible.
2	Grammar	5	Few or nonexistent grammar errors.
		4	Occasional errors that do not impair meaning.
		3	Regular errors that impair meaning.
		2	Numerous errors that impede meaning and frequently necessitate sentence restructuring.
		1	Severe errors that make comprehension challenging.
3	Vocabulary	5	Uses terms and expressions with fluency.
		4	Sometimes employs inappropriate vocabulary.
		3	Frequently employs inappropriate vocabulary which limits conversation.

		2	Misuses terminology and has a limited vocabulary, making it difficult to understand.
		1	Has a very limited vocabulary, which makes conversation impossible.
4	Fluency	5	Fluent as if speaking the language naturally.
		4	Fluency seems a little hampered by linguistic problems.
		3	Language problems seriously impair fluency.
		2	Due to language barriers, frequently pauses and stops speaking.
		1	Speech becomes erratic and stops, making communication impossible.
5	Comprehension	5	Follows everything easily.
		4	Understands nearly everything, however some parts may be repeated.
		3	Understands most of what is said when speaking at a slightly slower pace, however, repetition may occur.
		2	Has trouble understanding what is being said.

		1	Can't comprehend simple talks.[33]

Table 3.3 Classification of The Students Score

No	CLASSIFICATION	SCORE
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40[34]

2. Scoring the students' speaking of Pre-test and Post-test[35]

$$Score = \frac{\text{Students' Point}}{\text{Maximum Point}} \times 100$$

3. Finding out the mean score by using the following formula:[36]

[33] Ummi Hayati, 'Teknik Penilaian Speaking dalam Meningkatkan Keterampilan Siswa di Kelas', 9.12 (2017).

[34] Dirjen Pendidikan Dasar dan Menengah. D. P. D. Peraturan Dikrektorat Jendral Pendidikan Dasar dan Menengah, Tentang: *Penilaian Perkembangan Anak Didik.* Jakarta Depdiknas, (2005).

[35] Kasmadi and Nia Siti Sunariah, *Panduan Modern Penelitian Kuantitatif* (Bandung: Alfabeta, 2016).

[36] Nuryadi, N, et al … eds, *Dasar-Dasar Statistik Penelitian,* Universitas Mercu Buana (Yogyakarta: Sibuku Media 2017).

$$X = \frac{\Sigma X}{n}$$

In which:

X = Mean score

ΣX = Total score

n = The total number of students.

4. Calculating the rate percentage of the students' score by using the following formula:[37]

$$P = \frac{F}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency

n = The total number of samples.

5. The Formula Gets the Standard Derivation:[38]

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{n}}{n-1}}$$

Which is:

SD : Standard Derivation

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[37] L.R. Gay, Et Al …Eds, *Educational Research, Competencies for analysis and Applications* (Colombus: Charles E Merril Company, 2012).

[38] L.R. Gay, Et Al …Eds, *Educational Research, Competencies for analysis and Applications* (Colombus: Charles E Merril Company, 2012).

$\sum X^2$: The number of student score have been squared

$(\sum X)^2$: The number of student score

n   : The total of students.

6. Finding out the difference of the mean score between pre-test and post-test by calculating the T-test value using the following formula:[39]

$$t = \frac{D}{\sqrt{\dfrac{\varSigma D^2 - \dfrac{(\sum D)^2}{n}}{n\,(n-1)}}}$$

Where:

T   = Test of significance

D   = The mean score of difference $(X_1 - X_2)$

$\sum D$ = The sum of the total score

$\sum D^2$ = The square of the sum score of difference

n   = The total samples.

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[39] L.R. Gay, Et Al …Eds, *Educational Research, Competencies for analysis and Applications* (Colombus: Charles E Merril Company, 2012).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of the findings and its discussion of the research. It provided information about the result of collected data through test that could be discussed in this part, as follow:

A. Findings

In this chapter, the researcher examined if the students' speaking skill had significantly improved or not after doing the treatment. Regarding the requirements that had be passed in order to ascertain if there is an increasing or not, the researcher needed to be aware of each students' pre-test and post-test results which were. The post-test results were used to determine whether or not the use of cutting video clip CapCut could improve the students' speaking skill in MAN 1 Pare-pare.

1. Pre-Test Score

The researcher gave some questions to the students as the pre-test to determine their speaking skill. Each student received the questions and answered by speaking in front of the class. After giving the pre-test to the students, the researcher determined the findings of their speaking skill. The following were the pre-test results and the classification of the scores acquired as a measure of students' initial skill before being given treatment.

Table 4.1. Students' Speaking Score and Classification in Pre-Test Activity

NO	NAME	THE STUDENTS' PRE-TEST SCORE			
		TOTAL POINT	MAX. POINT	SCORE	CLASSIFICATION
1	AS	11	25	44	POOR
2	AFH	10	25	40	VERY POOR
3	AFZ	13	25	52	POOR
4	AAI	10	25	40	VERY POOR
5	A	9	25	36	VERY POOR
6	DA	9	25	36	VERY POOR
7	H	12	25	48	POOR
8	JA	10	25	40	VERY POOR
9	MAK	13	25	52	POOR
10	MM	9	25	36	VERY POOR
11	MR	9	25	36	VERY POOR
12	NAR	11	25	44	POOR
13	NAF	14	25	56	FAIR
14	RA	11	25	44	POOR
15	SKF	10	25	40	VERY POOR
16	UR	12	25	48	POOR
17	WMS	11	25	44	POOR
				736	

(Source: The Students' Score in Pre-Test)

Based on the previous table about students' speaking scores and the classification in the pre-test. We could determine the mean score of the students' score in pre-test.

Table 4.2 The Students' Score in Pre-Test

NO	NAME	THE STUDENTS' SCORE IN PRE-TEST	
		SCORE (X1)	$X1^2$
1	AS	44	1936
2	AFH	40	1600
3	AFZ	52	2704
4	AAI	40	1600
5	A	36	1296
6	DA	36	1296
7	H	48	2304
8	JA	40	1600
9	MAK	52	2704
10	MM	36	1296
11	MR	36	1296
12	NAR	44	1936
13	NAF	56	3136
14	RA	44	1936

15	SKF	40	1600
16	UR	48	2304
17	WMS	44	1936
		736	32480

(Source: The Students' Score in Pre-Test)

This table showed the students' score in pre-test. The total score in pre-test was 736. After knowing the students' pre-test results, we determined the classification and the percentage of the frequency in the pre-test. They were displayed in the following table.

Table 4.3 The rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	0	0%
3	Fair	56 – 70	1	6%
4	Poor	41 – 55	8	47%
5	Very Poor	≤ 40	8	47%
	Total		17	100%

(source: The rate percentage of the frequency of the pre-test)

The average speaking score of the students prior to using the cutting video clip CapCut was displayed in the previous table. There was one student received fair score, eight students received poor score and eight students received very poor. The total score in pre-test was 736. It demonstrated how low the students' speaking skill in the pre-test, because the fact most of the students received poor and very poor score. The steps

involved in calculating the pre-test mean and standard deviation in the table 4.2 were as follows:

a. Mean score of the pre-test

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{736}{17}$$

$$X = 43.29$$

Thus, the mean score (X_1) of the pre-test is **43.29**

Based on the result of the pre-test, according to the data, the pre-test average score was 43.29. That analysis had revealed that the majority of the students' speaking skill remained inadequate because most of the students received poor and very poor score.

b. Standard deviation of the pre-test

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{n}}{n-1}}$$

$$SD = \sqrt{\frac{32480 - \frac{(736)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{32480 - \frac{541696}{17}}{16}}$$

$$SD = \sqrt{\frac{32480 - 31864.47}{16}}$$

$$SD = \sqrt{\frac{615.53}{16}}$$

$$SD = \sqrt{38.470625}$$

$$SD = 6.20$$

Thus, the standard deviation of the pre-test is **6.20**

Following the mean score (X_1) of the pre-test was 43.29 and the standard deviation of the pre-test was 6.20. It had demonstrated that the students' speaking skill fell into a low category.

2. Post-Test Score

The researcher gave question to the students as the post-test to determine their speaking skill after giving the treatment. Each student received the question and answered by speaking in front of the class. After giving the post-test to the students, the researcher determined the findings of their speaking skill. The following were the post-test results and the classification of the scores acquired as a measure of students' initial skill after being given treatment.

Table 4.4 Students' Speaking Score and Classification in Post-Test Activity

NO	NAME	THE STUDENTS' POST-TEST SCORE			
		TOTAL POINT	MAX. POINT	SCORE	CLASSIFICATION
1	AS	15	25	60	FAIR
2	AFH	14	25	56	FAIR
3	AFZ	18	25	72	GOOD

4	AAI	15	25	60	FAIR
5	A	14	25	56	FAIR
6	DA	15	25	60	FAIR
7	H	16	25	64	FAIR
8	JA	14	25	56	FAIR
9	MAK	18	25	72	GOOD
10	MM	13	25	52	POOR
11	MR	14	25	56	FAIR
12	NAR	18	25	72	GOOD
13	NAF	19	25	76	GOOD
14	RA	16	25	64	FAIR
15	SKF	14	25	56	FAIR
16	UR	18	25	72	GOOD
17	WMS	14	25	56	FAIR
				1060	

(Source: the students' score in post-test)

After determining the students' score in post-test using scoring rubric of speaking, we found out the mean score as in the following table.

Table 4.5 Students' Score in Post-Test

NO	NAME	THE STUDENTS' SCORE IN POST-TEST	
		SCORE (X2)	$X2^2$
1	AS	60	3600

2	AFH	56	3136
3	AFZ	72	5184
4	AAI	60	3600
5	A	56	3136
6	DA	60	3600
7	H	64	4096
8	JA	56	3136
9	MAK	72	5184
10	MM	52	2704
11	MR	56	3136
12	NAR	72	5184
13	NAF	76	5776
14	RA	64	4096
15	SKF	56	3136
16	UR	72	5184
17	WMS	56	3136
		1060	67024

(Source: the students' score in post-test)

This table showed the students' score in post-test. The total score in post-test was 1060. After knowing the students' post-test results, we determined the

classification and the percentage of the frequency in the pre-test. They were displayed in the following table.

Table 4.6 The rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of Post-Test	Percentage of Post-Test
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	5	29%
3	Fair	56 – 70	11	65%
4	Poor	41 – 55	1	6%
5	Very Poor	≤ 40	0	0%
	Total		17	100%

(Source: the percentage of the students' post-test of MAN 1 Parepare)

Following the treatment and a post-test to gauge the effectiveness of using cutting video clip CapCut to improve speaking skill, the finding revealed that 5 students (29%) scored in the "GOOD" category, 11 students (65%) scored in the "FAIR" category and 1 student (6%) scored in the "POOR" category. The steps involved in calculating the post-test mean and standard deviation in the table 4.5 are as follows:

a. Mean score of the post-test

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{1060}{17}$$

$$X = 62.35$$

Thus, the mean score (X_2) of the post-test is **62.35**

   Based on the result of the post-test, according to the data, the post-test average score is 62.35. That analysis had revealed that the majority of the students' speaking skill remained adequate because most of the students received enough score.

b. Standard deviation of the post-test

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{n}}{n-1}}$$

$$SD = \sqrt{\frac{67024 - \frac{(1060)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{67024 - \frac{1123600}{17}}{16}}$$

$$SD = \sqrt{\frac{67024 - 66094.11}{16}}$$

$$SD = \sqrt{\frac{929.89}{16}}$$

$$SD = \sqrt{58.11}$$

$$SD = 7.62$$

Thus, the standard deviation of the post-test is **7.62**

After knowing the mean score (X$_2$) of the post-test was 62.35 and the standard deviation pf the post-test was 7.62. It had demonstrated that the students' speaking skill fell into an enough category.

3. Calculating the Data of Pre-Test and Post-Test

a. The results of the pre-test and the post-test

The results of the pre-test and the post-test were presented in the following table.

Table 4.7 The mean and standard deviation of the pre-test and the post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	43.29	6.20
Post-test	62.35	7.62

(Source: The mean and standard deviation of the pre-test and the post-test)

The data in table 4.7 shows that the mean score of the pre-test was 43.29 (X$_1$) and the standard deviation of the pre-test was 6.20, while the mean score of the post-test was 62.35 (X$_2$) and the standard deviation of the post-test was 7.62. as the result, the mean score of the post-test was higher than the mean score of the pre-test. It meant that the students' speaking skill had improvement after doing the learning process by using cutting video clip CapCut.

b. The rate percentage of the frequency of the pre-test and the post-test

The percentage of the frequency in the pre-test and the post-test was displayed in the following table.

Table 4.8 The rate percentage of the frequency of the pre-test and the post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	86 – 100	0	0	0%	0%
2	Good	71 – 85	0	5	0%	29%
3	Fair	56 – 70	1	11	6%	65%
4	Poor	41 – 55	8	1	47%	6%
5	Very Poor	≤ 40	8	0	47%	0%
	Total		**17**	**17**	**100%**	**100%**

The data on the previous table showed that the rate percentage of the frequency of the pre-test. One student achieved fair score (6%), eight students achieved poor score (47%) and eight students achieved very poor score (47%). While the rate percentage of the frequency of the post-test, there were five students achieved good score (29%), eleven students achieved fair score (65%) and one student achieved poor score (6%). The percentage in the post-test showed that the students achieved good score were higher than the students achieved enough score in the percentage in the pre-test. It indicated that the students were able to improve their speaking skill after treatment by using cutting video clip CapCut.

c. T-test value and T-table value

The table that showed the difference in mean score between the pre- and the post-tests was provided below. The T-test and T-table were statistically used in the following ways to get the students' score:

Table 4.9 The speaking skill measured on the worksheet is the students' pre- and post-tests scores

No	X1	X2	$X1^2$	$X2^2$	D(X2-X1)	$D(X2-X1)^2$
1	44	60	1936	3600	16	1664
2	40	56	1600	3136	16	1536
3	52	72	2704	5184	20	2480
4	40	60	1600	3600	20	2000
5	36	56	1296	3136	20	1840
6	36	60	1296	3600	24	2304
7	48	64	2304	4096	16	1792
8	40	56	1600	3136	16	1600
9	52	72	2704	5184	20	2480
10	36	52	1296	2704	16	1408
11	36	56	1296	3136	20	1840
12	44	72	1936	5184	28	3248
13	56	76	3136	5776	20	2640
14	44	64	1936	4096	20	2160
15	40	56	1600	3136	16	1536

16	48	72	2304	5184	24	2880
17	44	56	1936	3136	12	1200
	736	1060	32480	67024	324	34544

(Source: the calculation of pre-test and post-test)

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{n}$$

$$D = \frac{324}{17}$$

$$D = 19.05$$

1) The calculation of the T-test value as follow:

$$t = \frac{D}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{n}}{n\,(n-1)}}}$$

$$t = \frac{19.05}{\sqrt{\dfrac{34544 - \dfrac{(324)^2}{17}}{17\,(17-1)}}}$$

$$t = \frac{19.05}{\sqrt{\dfrac{34544 - \dfrac{104976}{17}}{17\,(16)}}}$$

$$t = \frac{19.05}{\sqrt{\dfrac{34544 - 6175.05}{272}}}$$

$$t = \frac{19.05}{\sqrt{\dfrac{28368.95}{272}}}$$

$$t = \frac{19.05}{\sqrt{104.29}}$$

$$t = \frac{19.05}{10.21}$$

$$t = 1.86$$

Thus, the T-test value was 1.86

2) The calculation of the T-table value as follow:

$$Df = n - 1$$

$$Df = 17 - 1$$

$$Df = 16$$

For the level significant (α) 5% and df = 16, so the value of the T-table was 1.745.

This research used pre-experimental design with pre-test and post-test design. The data below demonstrated that the T-Test value was higher that the T-Table value. It showed that there was improvement between the students' pre-test and post-test results.

Table 4.10 The test of significant

Variable	T-Test Value	T-Table Value
Pre-Test and Post-Test	1.86	1.745

(Source: primary data processing)

4. Hypothesis testing

For the level significant (α) 5% and df = 16, so the value of the T-table is 1.745 while the value of the T-test is 1.86. It indicates that the T-test value is higher that the T-table value (1.86 > 1.745). Thus, it can be concluded that the High School students' speaking skill is significant better after getting the treatments. So, H_0 (Null hypothesis) is rejected and H_a (Alternative hypothesis) is accepted. It could be concluded that there is an improvement in students' speaking skill after the use of cutting video clip CapCut in MAN 1 Parepare.

B. Discussion

A discussion of the results from the preceding part is given in this section. An explanation of the students' improvement following the treatment is given in the study's discussion section.

1. The improvement of the high school students' speaking skill by using cutting video clip CapCut

Speaking is a key component of learning, particularly when learning a foreign language. For this reason, researcher should select the best approach, strategy, and environment to keep instruction engaging and drive students to learn English.[40] Speaking requires a great deal of practice and focus as well. All it takes to become

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[40] Nanning, N., Putri, N. L., & Kalsum, K. (2023). Using ARIAS Model to Improve Students' Speaking Ability at SMP Negeri 9 Parepare.

fluent in our home tongue is repetition and listening. The instructor may follow the same organic approach.[41]

Video clips are one type of the many media that may be used to teach English. When teaching English speaking, employing video clips can make it easier and more effective for pupils to pick up new terminology. Utilizing a video clip also demonstrates their focus on the pronunciation and instruction.[42]

Discussion of how much the students' speaking skills improved following the treatment, the data analysis in this research demonstrates that this was an improvement of the students' speaking skill, as evidenced by the fact that the pre-test mean score was 43.29 while the post-test mean score was 62.35. This indicates that the post-test activity's mean score was higher than the pre-test's mean score. Pronunciation, grammar, vocabulary, fluency and comprehension are the areas of speaking that researchers use as a standard when assessing students' speaking skill.

According to the research findings, in the pre-test activity, the majority of students (47%) had very poor speaking levels, followed by poor speaking levels (47%) and fair speaking levels (6%). In the post-test activity, the majority of students (65%) achieved fair level, followed by some students (29%) who achieved a good level and a student (6%), who achieved a poor level. It indicates that the majority of students'

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[41] Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English Speaking skills. *British journal of arts and social sciences*, 2(1), 34-50.

[42] Erliana, Utari, and Arbain Arbain. 2020. "The Effectiveness of Using Video Clip in Teaching English Vocabulary at SD Fastabiqul Khairat Samarinda". *IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics* 5 (2), 123-34. https://doi.org/10.30957/ijoltl.v5i2.623. (14 July 2024)

speaking skill improve from very poor to enough level. In addition, the T-test and T-table value are displayed on the data analysis display. Thus, based on the previous findings, the use of cutting video clip CapCut to improve high school students' speaking skill become more proficient speakers demonstrates that the use of cutting video clip CapCut in the classroom has a major impact on students' speaking skill. On the other hand, MAN 1 Pare-pare students discover new ways to learn English through technology.

2. The ways of the implementation of the use of cutting video clip CapCut to improve high school students' speaking skill

    The researcher concludes that before giving the treatment to the students, the students feel difficult and uneasy in speaking English because they do not have enough vocabulary and still struggle with English word pronunciation so they cannot express their feelings and their ideas. Speaking is thought to be the most important ability for someone to have in order to be taken seriously as a foreign language proficiency.[43] After the researcher giving the treatment, the researcher concludes that the use of cutting video clip CapCut had impact in improving students' speaking skill. As the fact, according to the finding, the students' score in post-test was higher than the students' score in pre-test. This means that the treatment succeeded in improving the students' speaking skill.

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[43] Kürüm, E. Y. (2016). Teaching speaking skills. *Annals of the University of Oradea: Economic Science*, *25*(1), 264-273.

There were six meetings for doing this research, two meetings to do the test and four meetings to do the treatment. At the first meeting during the treatment, the students feel difficult and confused in learning the English speaking by using cutting video clip CapCut. It because the teacher only applies traditional teaching method during the learning process. During teaching speaking, the researcher began to explain the use of cutting video clip CapCut in learning speaking. Researcher began to guide the students to watch and discuss about the material that presenting in the video clip. This cutting video clip CapCut makes the students more enjoyable, confidence, understanding and interesting in learning English especially learning speaking.

In the process of teaching speaking activities, there were four materials that the researcher gave to the students including, telling experience for the first meeting, describing people for the second meeting, serial story for the third meeting and dubbing for the last meeting in giving treatment. At first, the researcher would play the video clip about the material and then giving video example about the material. After that, the researcher opened discussion section to interact and discuss with the students, so every student should speak up. Next step, the researcher gave exercise to the students to make the story according to the material presented and each student had the opportunity to speak up in front of their friends. Because students must express their opinions on every material they discuss. This learning media can help them speak more fluently and make learning new terms easier. Most students only speak once before the

teacher starts them, according to the widely yet different approach in school today, which is backed by the teacher.

In order to maintain the upward trend of Indonesian English proficiency, experts anticipate that the effective use of cutting video clip CapCut to enhance speaking skill among Indonesian students in general will encourage other students to the same. As the results of this research which said that Students have a positive attitude toward the use of cutting video clips in improving students' speaking skills.[44]

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[44] Zou, Sara, and Mengyuan, "Artificial Intelligence Technology for EAP Speaking Skills : Student Perceptions of Opportunities and Challenges."

CHAPTER V

CLOSING

This chapter presents the conclusion and the suggestion of this research about the use of cutting video clip CapCut to improve high school students' speaking skill.

A. Conclusion

According to the findings in the previous chapter, the finding of the result demonstrated better improvement in the students' speaking skill. This research used pre-experiment design. The objective of the research is the teacher can apply the concept of cutting video clip and use CapCut application in English learning especially in speaking, the students will gain immediate benefits in improving their English-speaking skill through innovative and interactive learning media and this study can be used for the next researcher to provide the better learning method in improving English speaking skill.

Therefore, this research used quantitative design. The researcher concluded that there was a significant difference of the students' speaking skill before and after being given the treatment. The result of data analysis of the mean score in the pre-test is 43.29 and standard deviation of the pre-test is 6.20, while the mean score in the post-test is 62.35 and standard deviation is 7.62. The finding of this research demonstrates that the T-test value (1.86) is greater than the T-table value (1.745). It means that the use of cutting video clip CapCut to improve high school students' speaking skill gives the

positive impact for the students. on the other hand, because the T-test value is greater than the T-table value, the researcher concludes that there was a significant improvement in students' speaking skill after the use of cutting video clip CapCut.

B. Suggestion

1. For the Teachers

In speaking classes, the researcher advises teachers to experiment with and incorporate a variety of educational resources, particularly interactive and engaging video clips. In addition, the researcher advises teachers to locate new educational resources that support independent study and encourage students to include them into their coursework.

2. For the Students

The researcher advises students who are already using video clips to learn speaking, to keep using such clips to hone their speaking skill. Furthermore, the researcher recommends that all students watch the engaging and creative video clip that can assist and enhance their speaking skill.

3. For the Next Researchers

The researcher wants to recommend that the future researchers look at the effects of cutting video clip CapCut and how it affects different English language skills, particularly speaking skill. Furthermore, because pre-experimental design was the only

method employed in this study, the researcher recommends that the future studies use

alternative, superior learning mediums and methods.

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APPENDICES

Appendix 1: Virtue of Consultant Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 565 TAHUN 2024
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2024;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 Tahun 2024, tanggal 22 Januari 2024 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2024.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2024;**
Kesatu	:	Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
		2. Kalsum, M.Pd.
		Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama : Mardatillah
NIM : 2020203888203065
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Cutting Video Clip Capcut to Improve High School Students' Speaking Skill

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Pebruari 2024
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Appendix 2: Research Permit Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor   : B-1465/In.39/FTAR.01/PP.00.9/05/2024   14 Mei 2024
Sifat   : Biasa
Lampiran : -
H a l   : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
    KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: MARDATILLAH
Tempat/Tgl. Lahir	: SALUBONE PINRANG, 24 September 2001
NIM	: 2020203888203065
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: SALUBONE KEL. DATA KEC. DUAMPANUA KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE USE OF CUTTING VIDEO CLIP CAPCUT TO IMPROVE HIGH SCHOOL STUDENTS' SPEAKING SKILL IN MAN 1 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 14 Mei 2024 sampai dengan tanggal 28 Juni 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

VII

Appendix 3: Permission Research

SRN IP0000316

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 316/IP/DPM-PTSP/5/2024

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **MARDATILLAH**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **SALUBONE, KEC. DUAMPANUA, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USE OF CUTTING VIDEO CLIP CAPCUT TO IMPROVE HIGH SCHOOL STUDENTS SPEAKING SKILL IN MAN 1 PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 1 PAREPARE)**

LAMA PENELITIAN : **15 Mei 2024 s.d 28 Juni 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **16 Mei 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Appendix 4: Letter of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 1 KOTA PAREPARE
NSM : 131173720029, NPSN : 40320498, Akredetasi : A
Jl. Amal Bakti, Bukit Harapan, Kec. Soreang, Kota Parepare ☎ *0421-21289*
Wesite : https://man1-Parepare.sch.id, EMail : man1parepare@gmail.com

<u>**SURAT KETERANGAN**</u>
Nomor: B-192/Ma.21.16.01/PP.00.6/06/2024

Yang bertanda tangan di bawah ini:

Nama	:	**MUHAMMAD RIDWWAN AR, S. Ag., M. Pd.I**
NIP	:	197001262007011015
Pangkat	:	Pembina / IV.a
Jabatan	:	Kepala Madrasah Aliyah Negeri 1 Kota Parepare

Menerangkan bahwa:

Nama	:	**MARDATILLAH**
NIP	:	2020203888203065
Prodi	:	Pendidikan Bahasa Inggeris
Pakultas	:	Tarbiyah

Benar telah melakukan penelitian tanggal 15 Mei s/d 28 Juni 2024 di Madrasah Aliyah Negeri 1 Kota Parepare, berdasarkan surat Pemerintah Kota Parepare Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor: 316/IP/DPM-PTSP/5/2024 tanggal 16 Mei 2024 perihal permohonan izin penelitian/wawancara, untuk memperoleh data dalam penyusunan Skripsi yang bersangkutan dengan judul "
THE USE OF CUTTING VIDIO CLIP CAPCUT TO IMPROVE HIGH SCHOOL STUDENTS' SPEAKING SKILLIN N MAN 1 KOTA PAREPARE".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 21 Juni 2024
Kepala Madrasah Aliyah Negeri 1
Kota Parepare

MUHAMMAD RIDWAN AR

Appendix 5: Instrument of the Research

	KEMENTERIAN AGAMA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No. 8 Soreang, Kota Pare-pare 91132
	Telepon (0421) 21307
	VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI

Name   : Mardatillah

Reg Num   : 2020203888203065

Faculty   : Tarbiyah

Title   : The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 PAREPARE

INSTRUMENT OF PRE-TEST

A. Selfintroduction

Jelaskan tentang diri Anda (1-2 menit). Ceritakan tentang nama, kelas, hobi, dan satu hal menarik tentang diri Anda.
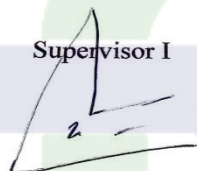
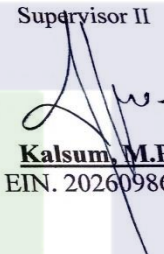B. Describing Hobbies or Interest

Jelaskan salah satu hobi atau minat Anda. Gambarkan dengan jelas apa yang Anda lakukan, mengapa Anda menyukainya, dan bagaimana hobi tersebut mempengaruhi kehidupan sehari-hari Anda.

X

INSTRUMENT OF POST-TEST

Reflecting on Academic Progress:

Buat cerita singkat yang mencerminkan kemajuan akademis Anda selama mengikuti kalas penelitian ini. Ceritakan prestasi terbesar Anda, tantangan yang dihadapi, dan upaya yang dilakukan untuk mengatasi.

Accepted by:

Supervisor I

Dra. Hj. Nanning, M.Pd
EIN. 19680523 200003 2 005

Supervisor II

Kalsum, M.Pd
EIN. 2026098601

Appendix 6: Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh: Mardatillah

Mata Pelajaran	:	Bahasa Inggris
Tema/Materi Pembelajaran	:	Speaking/Telling Experience
Kelas	:	X
Alokasi waktu	:	1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar:

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis dengan memperhatikan ejaan dan tanda baca yang benar, dalam konteks kehidupan sehari-hari.

2. Menyusun teks recount lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar, dalam konteks kehidupan sehari-hari.

Tujuan Pembelajaran:

1. Melalui kegiatan mengamati video clip, siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks recount dengan tepat.

2. Melalui kegiatan mendiskusikan, siswa dapat menyusun teks recount tentang pengalaman pribadi secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

I. KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	a. Salam dan berdoa. b. Guru mengecek kehadiran siswa dan menanyakan kabar.	15 menit

		c. Guru menanyakan materi yang sudah dipelajari sebelumnya. d. Guru menyampaikan tujuan pembelajaran	
2	Kegiatan Inti	a. Guru memutar video clip tentang pengalaman pribadi. b. Siswa mengamati video clip tersebut dengan seksama. c. Siswa mencatat hal-hal penting yang mereka amati dari video clip tersebut. d. Siswa menyusun teks recount tentang pengalaman pribadi berdasarkan hasil pemahaman mereka. e. Siswa membacakan teks recount mereka di depan kelas.	60 menit
3	Closing	a. Guru memberikan refleksi pada siswa. b. Guru memberi tahu materi yang akan dipelajari selanjutnya. c. Salam dan doa penutup.	15 menit

II. ALAT
1. Sumber: Student's Book
2. Media: Laptop, LCD, Spidol, Video Clip dan Lember petunjuk.

Mengetahui;

Parepare, 21 Juni 2024

Guru Mata Pelajaran

Mahasiswa,-

Dra. St. Mudrika
NIP. 19680717 199403 2 002

Mardatillah
NIM. 2020203888203065

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh: Mardatillah

Mata Pelajaran	:	Bahasa Inggris
Tema/Materi Pembelajaran	:	Speaking/Describing Experience
Kelas	:	X
Alokasi waktu	:	1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi tentang orang, tempat, atau benda dalam konteks kehidupan sehari-hari.

2. Menyusun teks deskripsi tentang orang, tempat, atau benda secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan Pembelajaran:

1. Melalui kegiatan mengamati video clip, siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi tentang orang dengan tepat.

2. Melalui kegiatan mendiskusikan, siswa dapat menyusun teks deskripsi tentang orang secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

I.   KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	e. Salam dan berdoa	15
		f. Guru mengecek kehadiran siswa	menit

		g. Guru menanyakan materi yang sudah dipelajari sebelumnya. h. Guru menyampaikan tujuan pembelajaran	
2	Kegiatan Inti	a. Guru memutar video clip orang yang berbeda-beda. b. Guru meminta peserta didik menyebutkan ciri-ciri fisik dan kepribadian masing-masing orang dalam video clip tersebut. c. Guru memutar video clip tentang kosakata dan ungkapan untuk mendeskripsikan orang. d. Siswa menyusun teks deskripsi tentang orang berdasarkan hasil diskusi mereka. e. Guru meminta peserta didik mendeskripsikan orang-orang yang ada di dalam video clip tersebut.	30 menit
3	Closing	d. Guru merefleksi kegiatan pembelajaran yang telah dilaksanakan. e. Guru menyampaikan kesimpulan pembelajaran. f. Guru menutup pembelajaran.	15 menit

II. ALAT

1. Sumber: Student's Book

2. Media: Laptop, LCD, Spidol, Video Clip tentang Kosakata dan Ungkapan, Video Clip tentang orang yang akan dideskrpsikan dan Lembar Petunjuk.

Parepare, 21 Juni 2024

Mengetahui;

Guru Mata Pelajaran

Mahasiswa,-

Dra. St. Mudrika
NIP. 19680717 199403 2 002

Mardatillah
NIM. 2020203888203065

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh: Mardatillah

Mata Pelajaran	:	Bahasa Inggris
Tema/Materi Pembelajaran	:	Speaking/Serial Story
Kelas	:	X
Alokasi waktu	:	1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar:

1. Menganalisis struktur dan unsur-unsur cerita pendek.
2. Menyajikan hasil analisis struktur dan unsur-unsur cerita pendek dalam bentuk cerita pendek.

Tujuan Pembelajaran:

1. Peserta didik dapat memahami struktur dan unsur-unsur cerita bersambung.
2. Peserta didik dapat membuat storyboard untuk cerita bersambung.

I. KEGIATAN PEMBELAJARAN

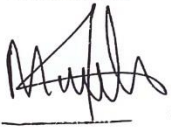| No.	Kegiatan	Deskripsi	Waktu
1	Opening	i. Salam dan berdoa. j. Guru mengecek kehadiran siswa dan menanyakan kabar. k. Guru menanyakan materi yang sudah dipelajari sebelumnya. l. Guru menyampaikan tujuan pembelajaran	15 menit

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2	Kegiatan Inti	f. Guru menjelaskan tentang struktur dan unsur-unsur cerita bersambung. g. Guru memberikan contoh cerita bersambung dengan menggunakan video clip. h. Guru dan peserta didik berdiskusi tentang struktur dan unsur-unsur cerita bersambung. i. Setiap siswa berlatih membuat storyboard untuk cerita bersambung. j. Peserta didik membuat cerita bersambung.	60 menit
3	Closing	g. Guru memberikan refleksi pada siswa. h. Guru memberi tahu materi yang akan dipelajari selanjutnya. i. Salam dan doa penutup.	15 menit

II. ALAT

1. Sunber: Students' book
2. Media: Laptop, LCD, Spidol, Video Clip, Ponsel dan Lembar Petunjuk.

Mengetahui;

Parepare, 21 Juni 2024

Guru Mata Pelajaran

Mahasiswa,-

Dra. St. Mudrika
NIP. 19680717 199403 2 002

Mardatillah
NIM. 2020203888203065

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Oleh: Mardatillah

Mata Pelajaran	:	Bahasa Inggris
Tema/Materi Pembelajaran	:	Speaking/Dubbing
Kelas	:	X
Alokasi waktu	:	1x Pertemuan (2 JP x 45 menit)

Kompetensi Dasar:

1. Menganalisis struktur dan unsur-unsur teks dubbing.
2. Menyajikan hasil analisis struktur dan unsur-unsur teks dubbing dalam bentuk teks dubbing.

Tujuan Pembelajaran:

1. Peserta didik dapat memahami pengertian dubbing.
2. Peserta didik dapat mendeskripsikan langkah-langkah dubbing.
3. Peserta didik dapat melakukan dubbing pada video clip.

I.   KEGIATAN PEMBELAJARAN

No.	Kegiatan	Deskripsi	Waktu
1	Opening	m. Salam dan berdoa. n. Guru mengecek kehadiran siswa dan menanyakan kabar. o. Guru menanyakan materi yang sudah dipelajari sebelumnya. p. Guru menyampaikan tujuan pembelajaran	15 menit
2	Kegiatan Inti	k. Guru menanyakan kepada peserta didik tentang pengalaman mereka menonton film atau video dengan bahasa asing.	60 menit

XX

3	Closing	l. Guru menjelaskan tentang pengertian dubbing. m. Guru menjelaskan tentang langkah-langkah dubbing. n. Peserta didik berlatih dubbing pada video clip. o. Peserta didik membuat dubbing pada video.	
3	Closing	j. Guru memberikan refleksi pada siswa. k. Guru memberi tahu materi yang akan dipelajari selanjutnya. l. Salam dan doa penutup.	15 menit

II. ALAT

1. Sumber: Student's Book
2. Media: Laptop, LCD, Spidol, Video Clip, Ponsel atau kamera dan Lembar Petunjuk.

Parepare, 21 Juni 2024

Mengetahui;

Guru Mata Pelajaran

Mahasiswa,-

Dra. St. Mudrika
NIP. 19680717 199403 2 002

Mardatillah
NIM. 2020203888203065

Appendix 7: Link Video Clip Treatment

Link Video Treatment Day 1

1. **https://drive.google.com/file/d/1sOV7jj9RyBr4gOFg7n04ll4x91t-sFgj/view?usp=drive_link**

2. **https://drive.google.com/file/d/1PpTeD1wS4ISWJ8w5jvxxXfJ4QoxrZhvM/view?usp=drive_link**

3. **https://drive.google.com/file/d/1JbL4rAwwmZUQFK7p2tFJlqzPikx01DZr/view?usp=drive_link**

4. **https://drive.google.com/file/d/1n1o8KtHOfjrl9spwLIiRqcRAMBpwCIHU/view?usp=drive_link**

5. **https://drive.google.com/file/d/1YbcUv5MsLMkYUFO_faVUaet1Rsav_iSS/view?usp=drive_link**

Link Video Treatment Day 2

1 **https://drive.google.com/file/d/10Jkk3zwIsol3pUlA8SIp_dY1TDaAQw6M/view?usp=drive_link**

2 **https://drive.google.com/file/d/18MRaXux88L57dMKxhqr6RMKGOT9qAdyu/view?usp=drive_link**

3 **https://drive.google.com/file/d/1wWyHYYv1lelZw8SPcvAHuhej8mPiYev8/view?usp=drive_link**

4 **https://drive.google.com/file/d/1Bm6eDKOoIxU5JraMfzCUnZM5kbqler90/view?usp=drive_link**

5   https://drive.google.com/file/d/1d3EIbcdqfmY5umXAEOm_iRTkTTiht--1/view?usp=drive_link

Link Video Treatment Day 3

1. https://drive.google.com/file/d/1-XdzgAXo3-gI8Aiu5eU2Y8n8pK-JlTfP/view?usp=drive_link

2. https://drive.google.com/file/d/1v2bHgLgcay0mu3JtWIybyH34a30eDGjq/view?usp=drive_link

3. https://drive.google.com/file/d/16vJOC9b9T-2UF1u7oeUfHyxu9tTsNGPL/view?usp=drive_link

4. https://drive.google.com/file/d/1gqRQd5neywieV52xE53if8-M2yrfYpFq/view?usp=drive_link

5. https://drive.google.com/file/d/1p3gzZ5qn8unIhOMJuEeNFY56vRMuzwsl/view?usp=drive_link

6. https://drive.google.com/file/d/1kwAgy0A4nyUwGjTuMKdeJYEgvAZga-0s/view?usp=drive_link

Link Video Treatment Day 4

1   https://drive.google.com/file/d/1q0UGRSKZaJV5wkaPj0gL-EhJ4yU5AUJe/view?usp=drive_link

2   https://drive.google.com/file/d/1c5bOTWCbii95KM78WrSYUT1uKp0quYzC/view?usp=drive_link

3   https://drive.google.com/file/d/1nnV4K1UkxLRf-GlBlvhUcQAbrNmeL-fu/view?usp=drive_link

4   https://drive.google.com/file/d/1G0b8KoLxW6l3gE59PbRR_Jqo88myYHvS/view?usp=drive_link

5   https://drive.google.com/file/d/1mWS-o9qjIp6iRDysq8rsewWIpgzUomFd/view?usp=drive_link

6   https://drive.google.com/file/d/1sg6OcuGE4BapaomlhvZnZTfvqO-l2vca/view?usp=drive_link

7   https://drive.google.com/file/d/1cmoZNby_jwa7swOFNARDPHqYSGGbX0rX/view?usp=drive_link

8   https://drive.google.com/file/d/1rrGF8YRQQFoaaGAAVy5jwZ7ff5teH60p/view?usp=drive_link
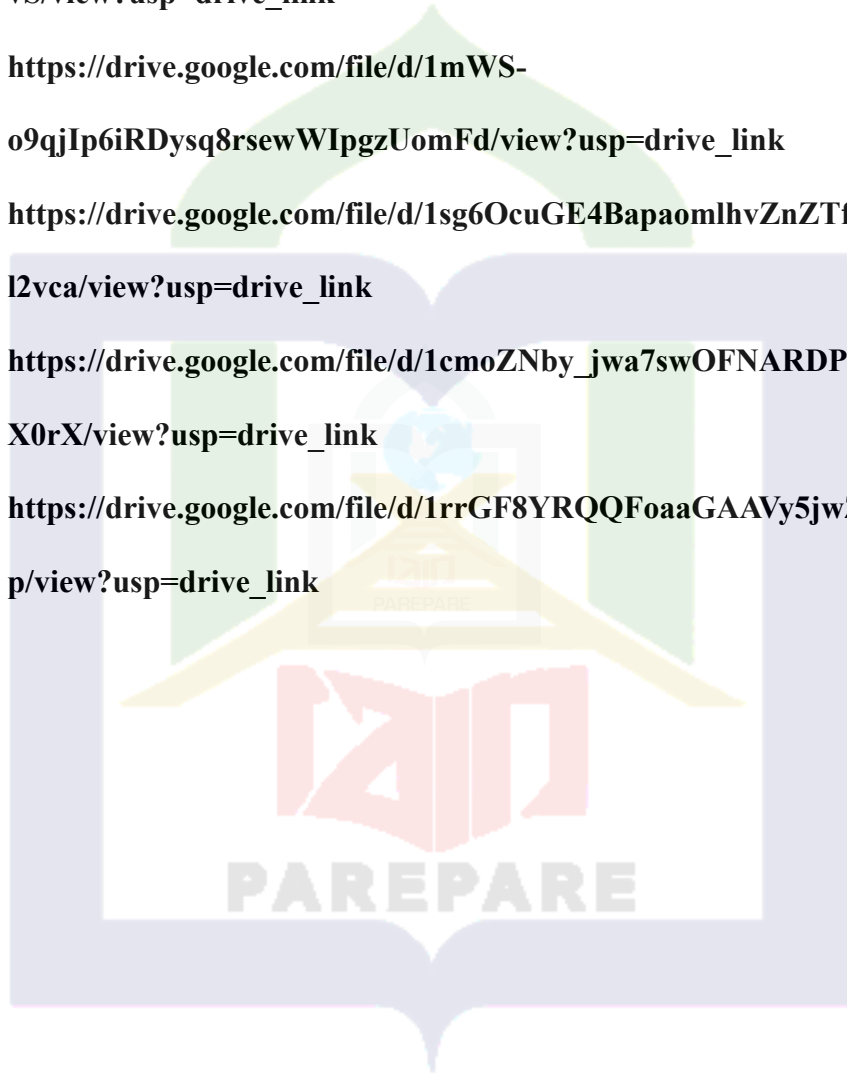
Appendix 8: Students Score in Pre-test Activity

No	Name	Students' Point					Total
		Pronunciation	Grammatical	Vocabulary	Fluency	Comprehension	Point
1	AS	2	2	2	2	3	11
2	AFH	2	1	3	2	2	10
3	AFZ	2	3	3	3	2	13
4	AAI	1	3	1	3	2	10
5	A	1	2	2	2	2	9
6	DA	2	1	2	2	2	9
7	H	1	2	4	2	3	12
8	JA	1	2	2	2	3	10
9	MAK	3	2	3	2	3	13
10	MM	2	2	1	2	2	9
11	MR	1	2	2	2	2	9
12	NAR	2	2	2	2	3	11
13	NAF	3	2	4	2	3	14
14	RA	2	2	1	3	3	11
15	SKF	1	2	2	2	3	10
16	UR	2	2	2	3	3	12
17	WMS	2	2	2	2	3	11

Appendix 9: Students' Score in Post-test Activity

No	Name	Students' Point					Total
		Pronunciation	Grammatical	Vocabulary	Fluency	Comprehension	Point
1	AS	3	3	3	2	3	15
2	AFH	3	3	3	3	2	14
3	AFZ	4	3	4	4	3	18
4	AAI	3	3	3	3	3	15
5	A	2	3	3	3	3	14
6	DA	3	2	2	4	4	15
7	H	3	4	3	3	3	16
8	JA	2	3	3	3	3	14
9	MAK	4	3	4	3	4	18
10	MM	2	3	3	3	2	13
11	MR	2	3	3	3	3	14
12	NAR	4	4	3	4	3	18
13	NAF	4	4	4	3	4	19
14	RA	3	3	3	3	4	16
15	SKF	2	3	3	3	3	14
16	UR	3	3	4	4	4	18
17	WMS	2	3	3	3	3	14

Appendix 10: Documentation

Pre-Test Activity

Treatments Activity

Post-Test Activity

CURRICULUM VITAE

Mardatillah was born on September 24th 2001 in Salubone Pinrang, Pinrang regency, South Sulawesi. She is the second Child from the marriage of her parents, Syamsir and Darmawati. Her education background began at TK Handayani Data on 2005 until 2006. Then, she continued her study at SDN 134 Data on 2006 and graduated on 2013. Her junior high school was at MTs DDI Kaballangan and graduated on 2016 and she continued her senior high school at MA DDI Kaballangan and graduated on 2019. She was accepted in English Education program, Tarbiyah Faculty, State Islamic Institute of Pare-pare in 2020. She completes her study with her undergraduate thesis with the title "The Use of Cutting Video Clip CapCut to Improve High School Students' Speaking Skill in MAN 1 Parepare".