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RESEARCH REPORT



THE USE OF VIDEO AS MEDIA IN ONLINE CLASS

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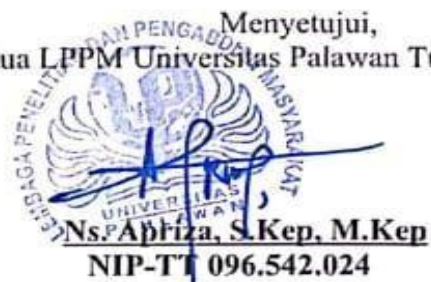
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2. Research object of creation (type of material to be studied and in terms of the research)

The use of media in online class.

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ABSTRACT

This research aims to find out whether there is an effect on using Video as media towards the students' speaking skill in online class, in academic year 2019/2020. This research is a quasi-experimental research. It involved 48 students of two class, class 8A as the control class and class 8D as the experimental class. Each class consisted of 24 students. The experimental class was taught by using Video as media and control class was taught without using Video. The data were analyzed quantitatively by using T-test formula. Based on the result findings, it can be concluded that the use of Video in teaching speaking skill in online class is effective.

KeyWord : *Speaking, speaking activities, indicators of speaking activities*

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the most commonly used skills for communication is speaking, especially in English. This skill is used by people everyday for expressing their ideas, information, etc. (Ismaili & Bajrami, 2016). The speakers are not using their mother tongue when they speak (Boonkit, 2010). Many students cannot speak in English, because they have problem in learning English especially in speaking skill.

Based on the observation in listening class at the first semester of English Language Education department of University of Pahlawan Tuanku Tambusai, there are still many students can not speaking English well. When the teacher asked them to say something, they understand what the teacher say, but they are speechless, they did not know how to express their idea in English. They also have low vocabulary and do not know how to pronoun the word.

Based on the data, the students speaking skill is still in low level. There are 3 students in poor level, it is <55 score, in average 3 students is 52 score. 18 students in fair level, it is 55-64 score, in the average 18 students is 56-64 score. 3 the students in good level, it is 65-75 score, in the average is 68 score. The students get difficulties to speak in English, Students lack vocabulary and it is hard for them to pronoun the words because they have limited background knowledge on pronunciation. So, the students'become passive when the teacher asked them to say something or make a conversation.

A good technique in teaching, it can make students understand and enjoy in learning. In this case, technology is important. Nowadays, technology has a big influence in learning teaching educational field. One of them is media communicate for getting information. For the communication category is social media. In digital era, social media it can be easily accessed by people through Smartphone.

In this era, especially in Indonesia we have a problem about virus. We call that corona virus or covid-19. Because of the virus the learning process should be stop in the school. The government, give the information that the student must be study at home and the teacher must give some assignment for the students. Automatically, in teaching learning process must to have using online class as media, such as using: WhatsApp, YouTube, ZOOM Application, Instagram and etc.

To overcome this obstacle, there have been many media applied,and Video is one way to deal with the students' problems in speaking skill. Video is one of the suitable media that can be used. By video the students can see their speaking and it is almost the same technique as talking in front of the mirror. The students can easily analyze the mistakes, watching the video later. Based on the statement, it can be used as tool to record and correct students speaking skill. So, students will understand the good pronunciation, intonation, accuracy, fluency when they speak up.

(Fraj-Andrés et al., 2018) Video of oral presentations is one of the main activities that focuses on the training and assessment of communication skills. Some recent research has found that the use of videorecording allows students to evaluate their performance and make improvements for future presentations (Tugrul, 2012) helps teachers improve their feedback (Crook et al., 2012) and increases students' active learning and their knowledge about their skills.

According to Steele (2014) in (Sham et al., 2018). WhatsApp is a social media application which involves direct messaging as well as sharing media including voice messages, videos and photos among others. WhatsApp in education is included educational technology that can be used as a tool or media communication in education development. So, the researcher chooses Video in WhatsApp feature to improve the students' speaking skill.

Based on the explanation above, it is important to carry out this research entitled "The Effect of Video as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang"

B. The Identification of the Problem

Based on the observation, there are some problems occurred in teaching and learning process. The problem will be mentioned in the following:

1. The students find difficult to express their idea when speaking.
2. The students did not know what they wanted to say and lack vocabularies.
3. The Students difficult to pronoun the words.
4. The students find difficult in learning process because of the virus.

C. The Limitation of the Problem

According to identification of the problem above, this research will be limited on using Video in teaching speaking skill. Specially finding out The Effect of Video as Media Towards Students' Speaking Skill in Online Class

by Using WhatsApp at first semester of English Language Education of University of Pahlawan Tuanku Tambusai.

D. The Formulation of the Research

Based on the identification of the problems, the researcher formulates the research question “The Effect of Video as Media Towards Students’ Speaking Skill in Online Class by Using WhatsApp at first semester of English Language Education of University of Pahlawan Tuanku Tambusai?”

E. The Purpose of the Research

Based on formulation of the research, the purpose of the research is “To see The Effect of Video as Media Towards Students’ Speaking Skill in Online Class by Using WhatsApp at first semester of English Language Education of University of Pahlawan Tuanku Tambusai”

G. The Significance of the Research

This research helps the teacher in using Video as media to teach the students more effective and easier to improve students speaking skill at first semester of English Language Education of University of Pahlawan Tuanku Tambusai. It also help the students to pronoun get the information well, to know their mistake after using Video and would be an interesting technique for them.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. The Nature of Speaking

Indonesia is located among the countries in which English is used as the second language, such as Singapore, Malay, Philippine, Australia, and New Zealand. The desire to visit these countries is easier in case of people have a good English (Ayu & Viora, 2019). English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an important role in communication.

In modern era speaking English is very universal thing so that it can make people to be able interact and communicate easier even though we come from different countries in the world (Asilestari, 2018). Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors about language is that it deals with social contexts and culture (Schmitt, 2012) in (Derakhshan et al., 2016). It is means speaking is one aspect in language for everyone to communicate.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication (Efrizal, 2012).As is true for other language skills, speaking plays several roles in language learning classes. Being aware of these roles will enable instructors to attend to them all and to see speaking as one important element in developing each language skill and conveying culture knowledge (Shabani, 2013). It shows that speaking is not only a conversation but also oral communication to developing the speaker thinks about culture or knowledge.

According to (Marleni, 2018) states that speaking is an important skill

in expressing idea in communication. One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. it shows that speaking should incorporate activities in a group work (Oradee, 2013). There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007) in (Marleni et al., 2018).

In conclusion, speaking is important by human being needs to learn English to communicate with people in their daily life. So, to make an easy when they speak in speaking class the teacher must have a technique to teach English such as using a media to make a speaking be affective.

2. Teaching Speaking

Teaching speaking is not an easy job, but it must be done to see the students' progress and development in learning. According to Hornby (1995) in (Tuan, 2012) teaching means giving the instruction to a person in the form of knowledge, skill, etc. while speaking can be called as oral communication and speaking is one of skill in English learning that is important. That's way teachers have big challenge to enable their students to master English well.

Speaking skill are one of the important language skill in communication, as a result many communities in many countries in the world use them in every aspect of human life such as social, economic, education, science and technology. As a result, speaking skills are one of the factors that must be mastered by people in this era (Marleni et al., 2018).

Based on the statement above, it means speaking is very dominant aspect that is always needed in the teaching and learning process. Teaching speaking is very important to be taught in class or online class. Students improve their speaking skill by using video as a media and to make their learning process an interesting.

3. Assessing Speaking Skill

Assessing is different from testing. Assessment is a process of measuring the students' performance in speaking. The teacher may choose different types of assessment as it addressed at different function. The scoring rubric by David P. Harris as it is cited in Narnia (2011) in (Ferguson et al., 2019). The students' speaking performances were assessed using the indicator show in the following table.

There were two main methods is assessing oral speech. They are holistic and analytical scoring. According to Tuan (2012) in (Sumantri M S; Pratiwi N, 2015), the analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is scored independently. The procedure of this method involves the separation of the various features of a discourse (Park, 2004) in (Tuan, 2012). It is used to see the student performance.

The scoring rubric proposed by David P. Harris as it is cited Narnia (2011) in (Tuan, 2012). The students' speaking performances were assessed using the rubric shown in the following table.

Table 2 1 Speaking assessment Indicator

Aspects	Indicator	Scores
Pronunciation	Have few traces of foreign accent.	5
	Always intelligible, though one is conscious of definite accent.	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding.	3
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	Pronunciation problems to severe as to	1

	make speech virtually unintelligible.	
Grammar	Makes few (if any) noticeable errors of grammar or word order.	5
	Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.	4
	Makes frequent error of grammar and word order which occasionally obscure meaning.	3
	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and word order to severe as to make speech virtually unintelligible.	1
Vocabulary	Use vocabulary and idioms is virtually that of a native speaker.	5
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	4
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually	1

	impossible.	
Fluency	Speech as fluent and effortless as that of native speaker.	5
	Speech of speech seems to be slightly affected by language problems.	4
	Speed and fluency are rather than strongly affected by language problems.	3
	Usually hesitant; often forced into silence by language limitations.	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	Appears to understand everything without difficulty.	5
	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	4
	Understands most of what is said at slower-than-normal speed with repetitions.	3
	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.	2
	Cannot be said to understand even simple conversational English.	1

4. The Use Video as Media by Using What's App

a. Video

Video is the media in teaching speaking by recording the students' speaking performances. Video has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce the deep learning (Chau and Cheng, 2009) in (Ikramah, 2017). Video is institution use camera to record various student activities: performance in oral test, role plays, etc. by using video as media of learning, it can bring a good atmosphere to the students in learning English. Students will have high motivation to studying English and also can be used for training to speak up before performance.

The use of video-recording on students' speaking in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers in English (Lonergan, 1984; Tomalin&Stempleski, 1990) in (Ferguson et al., 2019). In addition, students have the opportunity to view the recording on video more than once.

b. Tools of Video

Derry (2007) in (Ferguson et al., 2019) suggested several tools that can be used to make a very high quality of video with some additional by the researcher. The tools as follows:

1) Camera Phone

Camera phone is one of the parts of MALL (Mobile Assisted Language Learning). Camera phone is to record students' speaking performance and also can be used by the students to create video.

2) Camera DV

A mini-DV camera should have an image stabilization feature (for hand-held use) and true stereo (left/right) audio separation. A rechargeable, long-life battery (i.e., one that will last more than

three hours) is also highly desirable. A good quality, screw-on wide-angle lens is also very useful, particularly when the researcher is filming in restricted spaces. Using a camera into which tapes can be loaded while the camera is attached to a tripod.

3) Microphones

Several types of mikes are useful. Almost any external mike will do a better job of sound capture than will the camera's built-in mike.

4) Tripod

By attaching the camera to a good quality tripod, the teachers are able to smoothly pan, zoom and lock the camera in a fixed position when the teachers were busy or did the other things.

5) Earphones

This tool is used to check the sound with earphone at the beginning of a recording and again periodically while recording. A video with weak audio will be checked later.

6) Gaffer's Tape

Gaffer's tape (black, cloth tape) allowed the teachers to tape down the legs of the tripod without leaving marks on furniture or other anchoring objects.

7) Camera Bag

A durable, spacious camera bag allowed the teachers to carry the entire rig in one hand while carrying a tripod in the other.

c. Strategies for Video

In this research, the researcher uses the strategies for using video. Video is as a media in teaching speaking. It means that the teacher ask to the students to record themselves by their homes. The students need strategies in doing recording. The researcher has several strategies in order to do recording that is supported by Derry (2007) in (Ferguson et al., 2019).

a) Conduct Fieldwork Strategically (Planned the Fieldwork)

It is important for the students to plan their fieldwork. The teachers ask the students to make a fieldwork about recording task by the teacher material given.

b) Treat Yourself as Recording Device

The students are the object of the video. The students experience in the fieldwork of recording a video is important. There are two practical aspect to fieldwork. Firstly, the students should capture what is happening, as best you can. Secondly, they should provide an index of these recordings that will later allow them to create growing collecting of such recording.

c) Separate Observation from Inferences

The students who is recorded has to give his capacity to remember what he saw or heard will quickly be overwhelmed by volume of information which the encounters in the field, also should treat his writing in the field as an archive that distinguish between analytical and observational notes.

d) Build Students Analysis

It is not likely that's students final analysis or even phenomena described or explained in analysis, but also this task leads the students being more critical students.

d. Media

According (Smaldino, Sharon E. et.al 2008) in (Sumantri M S; Pratiwi N, 2015). Media is one of facilities to improve the learning activities. Because of the variety of media, it has different characteristic. Media are tools that the teacher uses in teaching learning process. The uses of media help the students master the material presented by the teachers more easily. Media can be picture, video, action or people.

It can be concluded that using media with creativity will give effectiveness in teaching and learning process. Media also can make the students to be interested in learning. By use a good media, it can help the students to express their ideas.

e. WhatsApp

WhatsApp is a messaging app that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure.

According Riyanto (2013) in (Fattah, 2015)The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, Twitter, LinkedIn and many others alike have been phenomenally popular in the communication world. WhatsApp allows it's users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone.

Advantages WhatsApp based on (*Dekhna Buku Advantage WhatsApp*, n.d.). 1) WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teacher. 2) WhatsApp is a free application that is easy to use. 3) Group connected to WhatsApp instants messaging can share learning object easily through status, audio, video, comment, texting and messaging. Discuss are related to the course content taught in class. 4) WhatsApp provides students with ability to create a class publication and there by publish their work in group. 5) Information and knowledge are easily constructed and shared through.

B. Relevant Research

The writer gets a relevant research from (Ikramah, 2017), the alumnus of State University Darussalam Banda Aceh. The title of her research is “The Effects of Video on Students’ Speaking Ability”. It was quasi experimental research. Her research found of using video gave the positive effects towards students speaking ability.

”The result of the data revealed after implementing video, the students’ speaking scores were significantly better and well improved (the mean of pre-test = 72,34 and post-test = 144,52). The effect of video on students’ speaking ability showed in the *t-score*. The results of the *t-score* showed that the value of the *t score* is higher than *table*. It means that the *t score* is in the starting area of acceptance H_a at the significant level $\alpha= 0,05$, so it can be concluded that there is significant difference between students' speaking ability after implementing video.

The others research was conducted by (Rahayu, 2016), the alumnus of Syarif Hidayatullah State Islamic University. The research entitled “The Effectiveness of Using Video recorded Speaking Task on Students’ Speaking Skill”. It was quasi experimental research. She is found that the using of video recorded speaking task has significant effect in improving students speaking skill. After six weeks treatments, the post test and the gained score of experimental significance level 0.000. The *t* observes was significantly higher than the *t* table at 3.897.

Based on the explanation above, it showed that the differences between the research. Both of the research used video in their research to improve the students speaking skill by using quasi experimental research.

Furthermore, in this research, the researcher aimed to know the effect of using video as media towards students' speaking skill in online class to improve the student speaking skill. Based on the research findings of both previous researches, it indicates that use video was successful and could be applied to increase students speaking skill.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Research strategy bargains with how the inquire about questions proposed within the to begin with chapter are handled with a specific strategy. Agreeing to Cohen, Manion & Morrison (2007:446), strategy is approaches utilized in instructive inquire about to accumulate data which are to be utilized as a premise for deduction and elucidation, for explanation and expectation. It implies that strategy is the way utilized to talk about and examine the issue. In this inquire about, the analyst utilized a quantitative approach to analyze the data.

The researcher connected a pre-experimental investigate plan, including pre-test and post-test to degree students' capacity in elocution. Too, the researcher used survey within the final assembly to know approximately students' discernment toward learning English utilizing motion picture to upgrade elocution capacity. The research conducted a inquire about at University of Pahlawan Tuanku Tambusai particularly at English Division and chose as it were one lesson as test.

B. Location and Time of The Research

The research was conducted at first semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai. It is located on Jl. Tuanku Tambusai No.23 Bangkinang-Kampar. This research was conducted from September

2020– Januari 2021.

C. Subject of the Research

The subject of this research is the first semester students of English Language Education of University of Pahlawan Tuanku Tambusai. There are 35 students in the classroom.

D. Research Instrument

To find out the kinds of speaking activities of second year students at SMA N 2 Bangkinang, the writer will use some instruments in collecting the data. The instruments are will be explained below :

1). Observation

In this research, the data also will be collected by observation which is called qualitative instrument. This instrument is used to find out the kinds of activities in speaking which is used by the teacher. The observation sheets will be used in every meeting. The use of observation sheet for the organization of speaking activity.

Observation sheet for the organization of speaking activity. This observation used to analyze the organization of the kinds of speaking activities.

a. Interview

Interview is a technique of research which is derived from social research technique. It is in form of verbal interaction between researcher and respondent.

E. Data Collection Technique

1. Test

Test was given to the students in arrange to figure out their articulation capacity. In this inquire about, test was separated into two categories: Pre-test and Post-test. The point of pre-test was to discover out the students' capacity toward their pronunciation expertise some time recently the treatment is conducted. On the other hand, post-test was to discover out whether their pronunciation ability progressed or not after the treatment. The test was conducted by utilizing motion picture as a media, and in this time observing motion picture was utilized. To gather the information of pre-test and post-test, the analyst connected verbal capability test. Verbal capability scoring categories recommended by Brown (2001:406) are utilized within the test to score the students' execution.

2. Questionnaire

The researcher conveyed the survey to the students in arrange to get the genuine information

approximately their discernment after the understudies were inspected by the test. The survey was adjusted from Ms. Nashriyah (2014) and utilized Liker scale to degree students' discernment. There were twenty one questions from the survey set address that would be inquired to the understudies to reply the moment investigated addressalmost the understudies discernment of utilizing English articulationin learning English. The questions are almost pronunciation.

F. Data AnalysisTechnique

1. Analysis of the

Test The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. According to Sudjana (2008: 158), the formula is:

$$M1= \frac{\sum f_i X_i}{\sum f_i}$$

Note:

xi : Middle Score of interval class

fi : Frequency

fi.xi : The amount of multiplication between frequency and
 \middle interval.

2. Analysis of the Questionnaire

The information gotten from the survey is additionally analyzed factually by checking the rate of the students' answers in each thing of the survey. It is utilized to know the students' reactions after being instructed toward the utilize of motion picture in educating elocution. Based on Sudjana (2008: 160), the formula used is:

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

Notes:

P : Percentage

F : Frequency

N : Number of sample

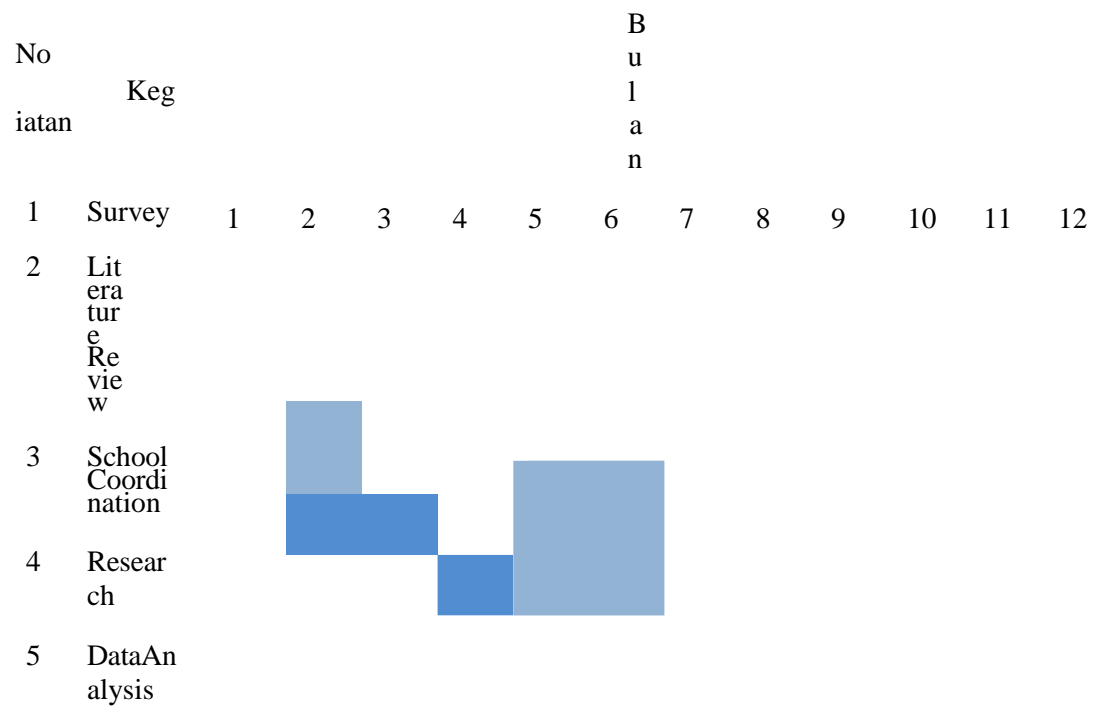
100% : Constant of value

**CHAPTER IV
RESEARCH RESOURCES AND TIME
ALLOCATION**

A. Research Resources

No	Entity	Resources
1	Asisten Survey	150.000
2	Observer	200.000
3	Penggandaan Literature	350.000
4	Konsumsi FGD	300.000
5	Spanduk	250.000
6	Biaya Publikasi Jurnal	500.000
	Jumlah	1.750.000

B. Time Allocation



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CHAPTER V

RESEARCH FINDING

A. Findings of The Research

This research was conducted on Mei 04th, 2020 until October 20th, 2020 at second grade of Mts Muallimin Muhammadiyah Bangkinang. The names of class are 8A and 8D of Mts Muallimin Muhammadiyah Bangkinang. This research used two classes 8D as experimental class by using Video and 8A as control class without using Video.

The purpose of this research is to obtain the data of students' speaking skill after learning in online class by using Video as media in material Descriptive.

There were two classes which were taken as samples by clustering sampling. It was found that class 8D as an experimental class and 8A as control class. Then the researcher gave treatments to experimental class in four meetings.

In this research, there two classes which were used the sample of the study. The first class was 8A as the control group and second one was 8D as the experimental group. The control group was gave a teacher method by using voice note in WhatsApp on speaking online class. Meanwhile, the experimental group was gave the Video as media in speaking online class.

1. First Meeting (Friday, July 24th 2020)

In the first meeting the teacher administered the pre-test before gave the treatment, on Friday, 24th, 2020 at 09.30 am. The teacher introduced herself before gave a treatment for the students to know about her and also the teacher explained about the research to the students.

In first meeting, the student gave their fast respon on the teachers chat text on WhatsApp group. The students gave their excited for the new teachers who taught them in english for some meetings on the teacher research.

The pretest aims to know the students' speaking skill before gave the treatment by using Video as media in online class. The teachers gave the pre-test about describing person/place/thing/animal, the students chosed what they wanted to describe and the pre-test wouldl be sende on 3 days after the test gave.

It is a task of student pre-test on describing something that they chose. The students told they have problem on their video because the voice of video could not relate.

2. Second Meeting (Wednesday, July 29th 2020)

At the second meeting on Wednesday July 29th, 2020 at 09.00 am.

For the greeted, the teachers said Assalamualikum and asked the students to willingness to start the study. The students gave their fast response and said they already to start the learning process.

The teachers checked the student attendance by list at the name of the student in WhatsApp group. One by one of students gave comment to take their name of list and teacher gave 5 minute for attendance list. And after that they continued for study.

Before gave the material, the teacher sent a picture for a first step to related with the material. And the students gave their opinion about the picture to stimulate the students thinking. The students gave their response by orally and also some gave comment by text.

For the step 1 in whilst teaching, the teacher sent the video about explanation of Descriptive and gave 5 minute for the students to watch the video. after watch the video the students gave some question if they do not understand. So, teacher and students question and answer by orally in whatsapp group.

For a step 2, the teacher sent the video about describing person. The first material is describe about person. The students has 6 minute to watch the video and after they finished to watch the video they gave their response if they got a difficulted or not understand about the material.

For the next step, the teacher sent the example of video. How to made a video about describing person and after that the student made a video for their task and using video as a treatment on their speaking skill.

For finished the meeting the teacher concluded the material about describing person and students could wrote the conclusion. The teachers gave the task, the students must made a fieldwork and video about

describing person. The student collected the task by WhatsApp group or personal chat.

Based on capture above, the students sent their task on personal chat of WhatsApp. The first, they sent their fieldwork about describing person. And after that the students sent their video about describing person. Some student describe person directly by bringing the object in real.

The students asked the teacher to gave them more time to collected their assignment because they have homework from other teachers. So the teacher added two days for the deadline to collected the task.

3. Third Meeting

At the third meeting on Tuesday August 04th, 2020 at 08.30 am. The teacher started the class like usual

For the greeted the teacher said Assalamualaikum and told the students to start the study. The teacher checked the student attendance by asked the student raised their hands by using WhatsApp sticker featured. Before continued the material, the teacher asked some student who not collected the task after the deadline finished.

Before gave the material, the teacher sent a picture for a first step to related with the material. And the students gave their opinion about the picture to stimulate the students thinking. The students gave their response by orally and also some gave comment by text.

For the step 1, the teacher sent the video about how to describe an animal and gave 5 minute for the students to watch the video. after watch

the video the students gave some question if they do not understand. So, teacher and students question and answer by orally in whatsapp group.

For the next step, the teacher sent the video of example about describing animal. The students has 5 minute to watch the video and after they finished to watch the video they gave their response if they got a difficult or not understand about the material.

For finished the meeting the teacher concluded the material about describing animal and students could wrote the conclusion. The teachers gave the task, the students must made a fieldwork and video about describing animal. The student collected the task by WhatsApp group or personal chat.

Based on capture above, the students sent their task on personal chat of WhatsApp. The first, they sent their fieldwork about describing animal. And after that the students sent their video about describing animal. Some students late to collected their task, and also some students sent their task on midnight caused they used their parents phone.

RENCANA TAHAPAN BERIKUTNYA

Setelah melaksanakan penelitian ini, berikut tahapan berikutnya yang akan dilaksanakan dalam penelitian ini:

1. Melakukan analisis data yang telah terkumpul.
2. Membuat laporan akhir.
3. Melakukan publikasi ke jurnal terakreditasi Sinta

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion, it can be concluded that Video gave the positive effect towards students' speaking skill in online class. After implementing at the 8D grade of Mts Muallimin Muhammadiyah Bangkinang. The students speaking skill in experimental class is higher than control class. It can be seen in the data analysis are many students who get a good score in the class with using Video than the students in control class. As the result, T_{count} is 7,03 and T_{table} is 1,68 the researcher concluded that Video is the effective media in teaching speaking.

B. Suggestion

After conducting the research, the researcher gives several suggest for the students, English teacher and other researcher below:

1. Students of Junior High School

The students as the subject in teaching and learning process should be active as participate in learning using online class. The students should be given the fast response for the study more effectively

2. English Teacher

As the teacher should be using a interesting media for student to want to participate in online class. Especially, use media on the visual aspects. As a teacher should be creative to make a students enjoy and comfortable when study English especially speaking English in online class.

3. Other Researcher

For the other researchers who are interested in conducting research in same field, before implementing Video, it would be better if the other researchers got to know the students knowledge related the topic. For the future researcher by use Video without online class, they can record the students speaking performance by role play.

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Lampiran 1

A. Identitas Diri

1. Ketua Tim Pengusul

1	Nama Lengkap (dengan gelar)	Lusi Marleni, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542115
5	NIDN	1008038501
6	Tempat dan Tanggal Lahir	Teluk Pinang, 08 Maret 1985
7	E-mail	lusimarlenihz@gmail.com
8	Nomor Telepon/ HP	0852 7867 0082
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	2. Bahasa Inggris AUD
		3. Listening 2
		4. Speaking 2
		5.

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	
Nama Pembimbing/Promotor	1. Drs. Fakhri Ras, Ph.D, M.A. Ed 2. Dra. Syofia Delfi, M.A	1. Prof. DR. Anas Yasin, M.Pd. 2. Dr. Desmawati Radjab, M.Pd	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	42Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by	INSTITUSI	5.000.000

		Using Movies at XI Grade of SMAN 2 Bangkinang		
2	2016	A study on the ability of the fourth semester students of	INSTITUSI	5.000.000

		English study program FKIP UNRI in providing words to complete The summary of a text.		
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	DRPM RISTEKDIKTI	11.250.000
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	INSTITUSI	5.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume.2, Nomor.1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume.1, Nomor 1, Februari
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	Jurnal PGPAUD	Volume. 3, Nomor. 1, Juni 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Development for Foreign Language Teaching	Improving the students' accent at Early Childhood Education of STKIP Pahlawan Tuanku Tambusai	12 Oktober 2016, UIN SUSQA Pekanbaru

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

. Anggota Tim 1

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Vitri Angraini Hardi, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	-
4	NIP/ NIK/ Identitas lainnya	096542172
5	NIDN	1024129002
6	Tempat dan Tanggal Lahir	Tarusan, 24 Desember 1990
7	E-mail	vitrihardi@gmail.com
8	Nomor Telepon/ HP	0852 7100 4598
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	2. Reading III
		3. Semantics and Pragmatics
		4. Bahasa Inggris untuk PAUD
		5. Bahasa Inggris untuk Keperawatan
		6. Bahasa Inggris untuk Hukum

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Judul Skripsi/Tesis/Disertasi	An Analysis of Students' Speaking Activities of the Second Year Students at SMA N 2 Bangkinang.	An Analysis on Students' Oral Communication Apprehension of English Department Students in Presentation Class at Riau Islamic University in Academic Year 2015/2016	-
Nama Pembimbing/Promotor	1. Dra. Betty Syailun, M.Ed 2. Diyah Ayu, S.S., M.Hum	1. Prof. Jufrizal, M.Hum 2. Prof. Yenny Rozimela, M.Ed., Ph.D	-

**C. Pengalaman Penelitian Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, dan Disertasi)**

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1				
2				

H. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000

I. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1				
2				
3				

J. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/Seminar	Judul Artikel	Waktu dan Tempat

K. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

1. Anggota Tim2

A. IdentitasDiri

1	Nama Lengkap (dengan gelar)	Nurhidayah Sari, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542153
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10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S1 = - orang, S2 = - orang
12	Mata Kuliah yang Diampu	1. Bahasa Inggris 2. Speaking1 3. Speaking2

B. RiwayatPendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Pakuan	UNP	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Tahun Masuk-Lulus	2006- 2010	2010-2015	
Judul Skripsi / Tesis / Disertasi	Improving students" listening komprehensions by using spick figure	The effect of pair check technique and prior knowledge on students" writing skill at SMA Negeri 1 Bangkinang	
Nama Pembimbing	1. Dr. Entis Sutisna, M.Pd 2. Mursidah Rahma, S.pd	1. Dra. Yenni Rozimela, M.Ed., Ph.D 2. Dr. Zul Amri, M.Ed	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	Pengembangan lembar kerja siswa (lks) pada mata pelajaran matematika siswa kelas x sma	DRPMDIKTI	24.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2017	Publish your idea in an article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2016	The effect of pair check technique and prior knowledge on students' writing skill at SMA Negeri 1 Bangkinang	Journal of English Language and Education	Volume.1, Nomor.1, Januari 2016

F. Pemakalah Seminar Ilmiah (Oral Persentation) dalam 5 Tahun

No	Nama Temu Ilmiah Seminar	Judul Artikel	Waktu dan Tempat