

Thesis / Skripsi

**THE USE OF DIALOGUE VIDEO TO
IMPROVE SPEAKING SKILL AT 7th
GRADE OF SMPN 1 KEDIRI IN THE
ACADEMIC YEAR 2023/2024**

**BAIQ DELIMA AZLIN DIANI
200107111**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM**

2024

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SKILL AT THE 7TH GRADE OF SMPN 1 KEDIRI IN THE
ACADEMIC YEAR 2023/2024**

Thesis

**Presented to State Islamic University of Mataram to fulfil of the
requirements for Sarjana Degree in English Language Education**



By

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2001071111

Perpustakaan UIN Mataram

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2023/2024**

ADVISORS' APPROVAL

Thesis by: Baiq Delima Azlin Diani, NIM: 200107111 entitled "The use of Dialogue Video to Improve Speaking skill at the 7th Grade of SMPN 1 KEDIRI in The Academic Year 2023/2024" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

Approved on: Wednesday, 27 December 2023



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ADVISORS' OFFICIAL NOTE

Mataram, 2 January 2024

Subject: Thesis Examination
The Honorable
The Dean of Education and Teacher Training Faculty in Mataram

Assalamu'alaikum, Wr. Wb.

Respectfully, after making guidance, direction, and correction, we argue that this thesis from:

Name of student : Baiq Delima Azlin Diani
Nim : 200107111
Study program : English Language Education
Title : "The Use of Dialogue Video to Improve Speaking Skill at the 7th Grade of SMPN 1 KEDIRI in The Academic Year 2023/2024"

It has fulfilled the requirements for submission in the sarjana *thesis munaqasyah* session of Education and Teacher Training Faculty State Islamic University of Mataram. Therefore, we hope that this thesis will be tested soon.

Wassalamu'alaikum, Wr. Wb.

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Advisor



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STATEMENT OF AUTHENTICITY

The undersigned below:

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States that thesis entitled "The use of Dialogue Video to Improve Speaking Skill at 7th Grade of SMPN 1 Kediri in the Academic Year 2023/224" is his own writing and is true and correct that there was no others work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Mataram, _____ 2023

Stated by,

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THESIS RATIFICATION

Thesis conducted by: Baiq Delima Azlin Diani, NIM: 200107111 entitled "The Use of Dialogue Video to Improve Speaking Skill at the 7th Grade of SMPN 1 KEDIRI in The Academic Year 2023/2024", has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training State Islamic University of Mataram on: _____

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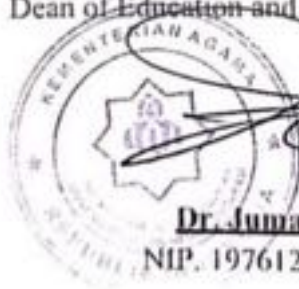
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MOTTO

AND SEEK HELP WITH PATIENCE AND PRAYER (Q.S. AL-BAQARAH: 45)

“Man Jadda Wa Jadda”

With god bless, anyone is focus and has strong willing to reach his/her dream then it will come true.

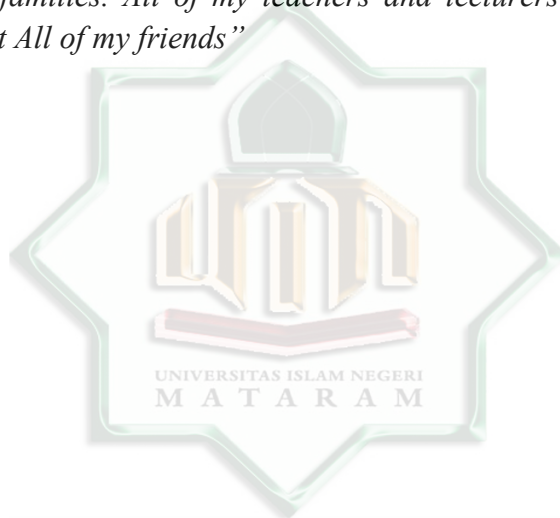
WORK HARD, PRAY HARD



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DEDICATION

“I lovingly dedicate this thesis especially to myself who has fought so far, for my beloved mom Baiq Erna Khusnawati My beloved father: Lalu Sukriawan (alm). My beloved brother: Lalu Azam Ilham. My beloved grandmother: Baiq Masni S.Pd. My adoptive father Shauket Fakie and All of my big families. All of my teachers and lecturers last but not least All of my friends”



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On this occasion, the researcher would like to thank all those who have provided moral and material support so that this thesis can be completed. The researcher would like to express her deep gratitude and appreciation to the following:

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12. All of my beloved cannot be mention one by one.

Although he has tried to complete this thesis as best as possible, the author realizes that this thesis still has shortcomings. Therefore, the authors expect constructive criticism and suggestions from the readers in order to perfect any mistakes in the preparation of this research.

Finally, the writer hopes that this thesis will be useful for readers and other interested parties. Also for research that will be done in the future.

Perpustakaan UIN Mataram, _____ 2024

Writer

Baiq Delima Azlin Diani

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**THE USE OF DIALOGUE VIDEO TO IMPROVE SPEAKING
SKILL AT THE 7TH GRADE OF SMPN 1 KEDIRI IN ACADEMIC
YEAR 2023/2024**

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NIM: 200207111

ABSTRACT

This research was conducted at SMPN 1 Kediri. Many students in junior high school face some problems in speaking. Students have a difficulty in producing English pronunciation and lack of confidence while speaking English. To improve students' speaking at SMPN 1 Kediri, dialogue video is used in this because it is very effective and attracts attention, and it is more fun because it does not make students feel bored. This research used Classroom Action Research where 33 students of 7th grade of SMPN 1 Kediri in the academic year 2023/2024 was selected as samples. This study uses observation and tests as instruments in data collection. The result of this study shows that the application of video dialogue can improve students' speaking skills. It can be seen from the increasing development in each cycle. The score of students before treatment was 61.81, the test result in cycle 1 was 68.03 and the result for cycle 2 was 87.87. Therefore, students' speaking skills increased, and they succeeded in applying the dialogue video. This study result indicates that using dialogue video are able to improve students' speaking skills.

Keyword: Speaking Skill, Dialogue Video

**PENGGUNAAN VIDEO DIALOG UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA PADA SISWA KELAS 7 SMPN 1
KEDIRI TAHUN AJARAN 2023/2024**

Oleh:

BAIQ DELIMA AZLIN DIANI

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ABSTRAK

Penelitian ini dilakukan di SMPN 1 Kediri. Banyak siswa di sekolah menengah pertama menghadapi beberapa masalah dalam berbicara. Siswa mengalami kesulitan dalam memproduksi pelafalan bahasa Inggris dan kurang percaya diri saat berbicara bahasa Inggris. Untuk meningkatkan kemampuan berbicara siswa di SMPN 1 Kediri, video dialog digunakan dalam penelitian ini karena sangat efektif dan menarik perhatian, serta lebih menyenangkan karena tidak membuat siswa merasa bosan. Penelitian ini menggunakan Penelitian Tindakan Kelas di mana 33 siswa kelas 7 SMPN 1 Kediri pada tahun ajaran 2023/2024 dipilih sebagai sampel. Penelitian ini menggunakan observasi dan tes sebagai instrumen dalam pengumpulan data. Hasil dari penelitian ini menunjukkan bahwa penerapan video dialog dapat meningkatkan kemampuan berbicara siswa. Hal ini dapat dilihat dari perkembangan yang meningkat pada setiap siklusnya. Nilai siswa sebelum perlakuan adalah 61,81, hasil tes pada siklus 1 adalah 68,03 dan hasil tes pada siklus 2 adalah 87,87. Oleh karena itu, keterampilan berbicara siswa meningkat dan mereka berhasil menerapkan video dialog. Hasil penelitian ini menunjukkan bahwa penggunaan video dialog mampu meningkatkan keterampilan berbicara siswa.

Kata kunci: Keterampilan Berbicara, Video Dialog

فاعلية مقاطع الفيلم في إتقان المفردات لدى طلاب الصف التاسع في مدرسة ام تي اس ان انام
لومبوك تنغاه
بواسطة:

ديانياً أزلين ديلما بايك

نيم: 200107111

خلاصة

بعض الإعدادية المرحلة في الطلاب من العديد يواجه كيديري مدرسة في البحث هذا أُجري ويفتقرون الإنجليزية اللغة نطق في صعوبة الطلاب يواجه الإنجليزية باللغة التحدث في المشاكل كيديري، مدرسة في الطلاب لدى التحدث قدرة ولتحسين الإنجليزية باللغة التحدث عند الثقة إلى عن فضلاً الانتباه، وتلفت للغاية فعالة لأنها الدراسة هذه في الحوارية الفيديو مقاطع استخدام تم العمل بحث الدراسة هذه استخدمت بالملل يشعرون الطلاب تجعل لا لأنها متعة أكثر كونها كعينات الدراسي العام في كيديري في السابع الصف طلاب من طالباً اختيار تم حيث الصفي الدراسة هذه نتائج أظهرت. البيانات لجمع كأدوات والاختبارات الملاحظة الدراسة هذه استخدمت ملاحظة ويمكن الطلاب لدى التحدث مهارات يحسن أن يمكن الحوارية الفيديو مقاطع تطبيق أن نتيجة وكانت ، العلاج قبل الطلاب درجة كانت فقد. دورة كل في المتزايد التطور خلال من ذلك مهارات تحسنت وبالتالي، . الثانية الدورة في الاختبار نتيجة وكانت الأولى الدورة في الاختبار أن إلى الدراسة هذه نتائج تشير. الحوار فيديو تطبيق في ونجحوا التحدث في الطلاب لدى التحدث الطلاب لدى التحدث مهارات تحسين على قادر الحوارية الفيديو مقاطع استخدام

الحوار فيديو التحدث، مهارات المفتاحية الكلمات

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CHAPTER 1

INTRODUCTION

A. Background of Research

In Indonesia, English is a foreign language that students must master. To master English, there are four essential skills: listening, speaking, reading, and writing.¹ English is called the international language and is also the second language of many countries in the world. In Indonesia, English is considered a foreign language because it is learned in an environment where English is not a daily means of communication and language use is limited. Although they speak English, which is challenging to understand and use, English is still a language that is in high demand. English is taught as one of the compulsory subjects in junior high school.

The English teaching and learning process aims to develop students' communication skills, which is the primary goal of language learning. Learning a foreign language seeks to enable students to use it to communicate with each other.² This is also the case with the current program in Indonesia. The English language teaching program in Indonesia is the Merdeka Curriculum.

Speaking skills are among the skills that must be taught and mastered by students because speaking can provide information to listeners. Arshad said³ speaking is the ability to pronounce articulation sounds that aim to communicate. Speaking plays a significant social role because speech is a crucial personal communication tool. Speaking is the most essential skill to master when learning a new language. For most people, speaking skills are the most critical aspect of learning a foreign language, and success is measured by the ability

¹ I Anggayana, I Gede Budasi, and Irawinne Rizki Wahyu Kusuma, "Social Dialectology Study of Phonology in Knowing English Student Speaking Ability," *Asian EFL Journal* 25, no. 5.2 (2019): 225–44.

² IT Rustamov and ZX Mamaziyayev, "Development of Speaking Comprehension in Teaching Foreign Language for Professional Purposes," *Asian Journal of Research in Social Sciences and Humanities* 12, no. 2 (2022): 227–33.

³ Maidar G Arsjad and US Mukti, "Pembinaan Kemampuan Berbicara Bahasa Indonesia," (*No Title*), 1988.(Jakarta; Erlangga), p.12.

to carry on conversations in the language.⁴ Speaking skills clearly show that students know how to use the language, and students need to have good speaking ability to achieve the objective of the learning process.⁵

Furthermore, speaking a foreign language is not easy for students to master. Learners consider talking the most challenging skill because it requires a lot of courage and preparation to speak the new language well. Students should be aware before they talk. They should know what they will say and have many ideas about what they will say. The problem that students often face is low literacy and understanding of English, causing them to find English subjects less interesting and sometimes misleading and difficult to understand. This is because there are so many words in English that have different spellings and meanings but the pronunciation is almost the same, making it difficult for students to distinguish and recognize these words.⁶ More than that, students should be able to use correct pronunciation; otherwise, it will be difficult for listeners to understand. In addition, to speak fluently, they must have enough vocabulary and be able to pronounce their sentences well and correctly to be understood. If all this is done well, the learners can speak well, and the listener can receive the message quickly.

However, many junior high school students face problems with their speaking skills. They have difficulty producing English pronunciation and lack the confidence to speak well. This is one of the objectives of the researcher, who wants to make observations in the 7th grade of junior high school. The result of the statement shows that the students lack communication in speaking. In addition, the teaching and learning process is done mainly by imitation by the teacher, and only

⁴ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, "Students' Learning Strategies for Developing Speaking Ability," *Studies in English Language and Education* 2, no. 1 (March 16, 2015): 16, <https://doi.org/10.24815/siele.v2i1.2232>.p.2.

⁵ Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL," 2017.p. 34.

⁶ Juniardi Juniardi, Nurul Lailatul Khusniyah, and Soni Ariawan, "The Effectiveness of Role-Playing Games (RPG) in Teaching Reading for Second Grade Students at Man 2 Lombok Tengah," *EDUJ: English Education Journal* 1, no. 1 (2023): 22–29.

books are used as learning resources. This can make students feel too bored to study and lose attention. Therefore, it is necessary to design various teaching techniques to solve these problems so that learning objectives can be achieved, one of which is using media to increase students learning of speaking skills.

In this era of advanced technology, researcher face several challenges when using media in the classroom. In this case, the media used is a dialogue video because it will make it easier for students to express themselves and make them more enthusiastic about learning. In other words, through dialogue with each other, the listener will try to understand the opinion of the first-person speaker. However, English teachers will encounter some obstacles when presenting the material, which may pose difficulties depending on the level of teaching. These problems can arise because the teacher or students.⁷ In this case, the solution to this problem is that teachers need to be more creative in presenting material to arouse students' curiosity. The utilization of video can be an interesting option for teachers to increase interest in learning through technology. Video can provide a fun and interactive way of learning for students and help them develop various skills, such as problem solving, critical thinking and collaboration. Make them react faster and help them think creatively.⁸ Teachers should know how to select appropriate dialogue videos, use technical equipment, and present them more interestingly and meaningfully. Suppose teachers do not know how to overcome these challenges. In that case, dialogue videos will not effectively achieve learning objectives, given the good benefits and challenges of using dialogue videos in the classroom.

Based on the statement above, one of the solutions to the problems raised in this study proposes using media to support the teaching and learning process of speaking. The media used is a

⁷ Melia Nova, Syarifudin Syarifudin, and Soni Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability," *International Journal of English and Applied Linguistics (IJEAL)* 2, no. 2 (2022): 325–31.

⁸ Juniardi Juniardi, Nurul Lailatul Khusniyah, and Soni Ariawan, "The Effectiveness of Role-Playing Games (RPG) in Teaching Reading for Second Grade Students at Man 2 Lombok Tengah," *EDUJ: English Education Journal* 1, no. 1 (2023): 22–29.

dialogue video, where the press can comfort students, facilitate their speaking, and excite them about learning. Because of these problems, the researcher uses a laptop, speakers, and LCD screen in the classroom. The researcher wants to equip students with audiovisual media, namely videos, to present speech materials. In addition, video can be authentic material for students because it requires an accurate model for speaking. In addition, the video can be original material for the students because they need an actual model to learn to talk.

Based on the background condition, the researcher is interested in this research theme under the title "The use of Dialogue Videos to Improve Speaking Skills at the 7th grade of SMPN 1 Kediri in the academic year 2023/2024."

B. Subject of Action

The subject of this research is the students in 7th grade of junior high school of SMPN 1 Kediri in the academic year 2023/2024, which consists of 33 students, including 11 boys and 22 girls.

C. Statement of Problem

Based on the study's background, the problem statement is how does dialogue video improve students' speaking skills at 7th grade of SMPN 1 Kediri?

D. Objective of Research

Based on the problem statement above, the objectives of the presented study are to find out the students' improvement in speaking skills using dialogue videos at SMPN 1 Kediri.

E. Significance of Research

The researcher expected the result of this study to contribute both theoretically and practically to students at SMPN 1 Kediri in the teaching and learning of English, especially speaking skill as follow:

1. Theoretically

This study will be helpful as a reference and knowledge for English teachers to understand the challenges and strategies of

teaching oral expression. It will be a valuable reference for further studies.

2. Practically

a. For Students

The results of this study can support students in understanding and developing their speaking skills and help people learn English with different methods.

b. For Teachers

The results of this research can help teachers design more effective and creative strategies for students. That will be useful for the teacher to evaluate teaching speaking.

c. For Researchers

This research is expected to provide broader insights to the reader, and the researcher hopes that this research will be helpful in the future.

d. Schools

This research aims to improve the quality of teaching in the classroom and provide good benefits to the management system in schools to improve the learning system.

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CHAPTER II

REVIEW OF RELATED LITERATURE

1. Review of Previous Research

Some previous studies are relevant to be reviewed as the primary sources of the present research as follows:

The first review is research conducted by Sinta Prasetia Trias Sari titled "The Use of Videos to Improve the Students Speaking Skills at Class VII B of SMPN 2 PATUK in the Academic Year of 2014/2015".⁹ This research used mixed-method. The data were taken from the description of teaching learning activities through observation, interviewing English teachers and students, and taking photographs with the English teachers and students. Moreover, the researcher used pre-test and posttest mean scores to gain quantitative data. The result shows that using videos as the primary media in teaching and learning speaking successfully improved the students' speaking skills of class VII B of SMPN 2 Patuk. In more detail, the score was enhanced by each aspect. It was 2.5 to 3.5 for grammar, 2.6 to 3.8 for fluency, 2.4 to 3.7 for pronunciation, 2.4 to 3.9 for vocabulary, and 2.6 to 4.2 for comprehension.

Based on the review above, the researcher found similarities and differences between present and previous studies. Both researchers employed video to improve students' speaking skills, and both studies used observation and tests to collect data. Moreover, both research also take the same setting in junior high school and use classroom action research. However, the difference lies in the data collection technique, especially in the qualitative part, where previous research used interviews. At the same time, the present study does not apply the qualitative approach, especially the interview.

The second review is research conducted by Indria Merdeka Wati and Yeni Rozimela titled "The Use of Dubbing Video Technique for Improving Students Speaking Skill and Confidence of Senior High

⁹ Sinta Prasetia Trias Sari, "The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015," *Yogyakarta State University. Yogya*, 2015.P.16-17.

School".¹⁰ The research study aims to help students improve their speaking ability and self-confidence. This research used a qualitative approach, and the data were taken from observation in Senior High School Students. The data was collected by observation. The result shows that using videos as the main dubbing media technique helps the students develop their speaking ability and self-confidence to produce sound and language.

Based on the review above, the researcher found similarities and differences between this study and the previous study. The similarity of this study is in collecting data; both research uses an observation. The differences can be found where the previous study uses a dubbing video and the present study uses a dialogue. Moreover, there is a difference between the sample where the previous research takes the senior high school level and the current study carries the junior high school level.

The third review is research by Rosnani Rahardian, Hendra Heriansyah, and Mutia Dara Authari titled "The Use of Round Robin Technique to Improve Students' Speaking Skills."¹¹ The subject of the research was the students of the eight-grade students of the school. This study examined whether the Round Robin Technique can improve second-grade students' speaking ability at SMPN 17 Banda Aceh". This research used a quantitative approach, and the data were collected by pre-test, experiment, and post-test. The result of this study can be shown in the t-test that students' speaking skills improved. The use of the Round Robin Technique enhanced the students' speaking skills. This technique allowed the students to share ideas and opinions with their peers, speak up, and express their arguments in class. For more details, the mean speaking score of the pre-test was 43.71, and the post-test standard was 35.49 points. The average score of the students was 79.2.

¹⁰ Indria Merdeka Wati and Yenni Rozimela, "The Use of Dubbing Video Technique for Improving Students Speaking Skill and Confidence of Senior High School Students," *Journal of English Language Teaching* 8, no. 1 (2019): 259–69.

¹¹ Rosnani Sahardin, Hendra Heriansyah, and Mutia Dara Authari, "The Use of Round Robin Technique to Improve Students' Speaking Skill," *Studies in English Language and Education* 6, no. 2 (October 1, 2019): 343–52, <https://doi.org/10.24815/siele.v6i2.14787>.

Based on the review above, the researcher found similarities and differences in both of these studies. The similarities are at the junior high school level, and both research studies use tests (pre-test and post-test). Meanwhile, the difference between both research lies in the data collection; the previous study used experimental study and the present one used classroom action research.

The four review is a research conducted by Budi Waluyo and Aisah Apridayani titled "Teachers' Beliefs and Classroom Practices on the Use of Video in English Language Teaching".¹² The subject of this research is the teacher, and the purpose of this research is to grow interest in exploring why teachers decide to and not to use a technological tool in their teaching practice. This research used a qualitative approach. The data collected was analyzed by using individual topic codes and emerging themes. The result of this research to examine teacher beliefs revealed that teachers are using video in practice.

Based on the review above, the researcher found similarities and differences between this research and previous research. The nearness of this research is the same aims to improve speaking through video. The difference between both of these studies is that previous studies use data analysis using a qualitative approach with semi-structured interview involving English teachers at private educational institutions in Indonesia. The present study uses observation and tests to collect data. More detailed previous studies make a teacher an object, and current studies make students an object.

2. Theoretical Bases

1. Speaking

a. Definition of Speaking

According to Kayi, speaking is essential to learning and teaching a second language. Despite its importance, over the years, speaking has been underestimated, and English teachers

¹² Budi Waluyo and Aisah Apridayani, "Teachers' Beliefs and Classroom Practices on the Use of Video in English Language Teaching," *Studies in English Language and Education* 8,no.2 (May 3, 2021): 726–44.

continue to teach speaking only in the form of repetitive exercises or memorizing conversations.¹³

Speaking is a way for humans to express what they want to say to other people by using language as a tool for delivering their ideas and their feelings to the listeners. Speaking is a part of a human's daily activity because it can make it easier to communicate with the social function of language; however, speaking is related to communication; speaking is the skill of using a language appropriately to express some ideas, opinions, or feelings to give or get information and knowledge from other people. Speaking skills are not easy to master because they require many aspects, including grammar, language features, vocabulary, and elements. In addition, the ability to speak English is also crucial to be mastered by students to communicate with foreigners well.

Speaking is one of the four EFL language skills that students must learn at school. By learning to speak, students can improve their ability to express opinions or ideas. Speaking skills play a critical role in human life. By mastering verbal expression, students can express their thoughts and feelings according to the context and situation in which they express themselves. Speaking is one of the four essential language skills related to response and communication with others, allowing for understandable oral interactions.¹⁴

However, in non-English-speaking countries such as Indonesia, English is still considered intimidating, meaning that they still lack knowledge of speaking, writing, listening, and speaking, and readers will have difficulty carrying out these tasks and activities using English.¹⁵ The current problem

¹³ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," n.d.

¹⁴ Kang Shumin, "Factors to Consider: Developing Adult EFL Students' Speaking Abilities," *Methodology in Language Teaching: An Anthology of Current Practice* 12, no. 35 (2002): 204–11.

¹⁵ Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University,"

is equipping students with learning knowledge to improve their speaking skills with interactive dialogue methods. The optimal model of teacher-student, student-teacher, and students' interaction is multidimensional communication by the concept of student activity. As expected by modern pedagogues, this is not possible in mixed ability because, by and large, interaction only occurs between intelligent students and teachers.

b. Component of Speaking

Assessing speaking is challenging because many factors can affect how well a person can speak the language. According to Brown, there are five aspects of speaking as follows:¹⁶

1. Pronunciation

Pronunciation is how we make the sounds of language, how and where we emphasize them, and how we use tone and intonation to express what we feel and mean. This is also very important if students want to advance; they must have good pronunciation to give prominent words or statements so that others can understand them. Others can be easy to understand.

2. Vocabulary

Users of English are required to have a good vocabulary, which is the foundation of the English language and is very important.¹⁷ One of the linguistic factors where there are several words with roles is combining them to form a language when speaking. Vocabulary is essential but is not the first thing to do. The first thing to pay attention to when speaking is the setting. Vocabulary is the total of the words.

International Journal of Humanities and Social Science Invention 5, no. 12 (2016): 96–101.

¹⁶ H Douglas Brown and Priyanvada Abeywickrama, "Language Assessment," *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004.

¹⁷ Yunus Kamariah and Saifudin Muhamad Syahir, "Vocabulary Learning Strategies among English as Second Language Learners," *Journal of Qualitative Social Sciences* 1, no. 1 (2019): 12–16.

3. Grammar

In speaking, grammar is essential for students to build sentences and be confident. The importance of English grammar cannot be ignored because it is a relatively specific form of language that students must master to create meaningful sentences.

4. Fluency

These elements are essential for English students. They should consider these things when they speak in English. Because without paying attention to these things, our speech will not be good. Then, the problem of fluency and accuracy can also cause misunderstandings between speakers and listeners if speakers do not know how to speak fluently and precisely.¹⁸

5. Comprehension

When speaking, the person and the listener must comprehend the conversation well, requiring the subject to respond to and initiate it. But in this research, the researcher will refer to it with comprehension.

c. Assessing Speaking

Speaking is a complex skill requiring people to use different abilities simultaneously, often developing in various roles. Speaking skills, specifically pronunciation, grammar, vocabulary, fluency, and comprehension, are often recognized in the analysis of the speaking process.

Assessment of speaking can be a very judgmental issue, in which people tend to relate to native or non-native speakers based on pronunciation. Additionally, speaking requires someone to be linguistically competent in articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. It would help if you also had functional competence, answering questions entirely and

¹⁸ Syafryadin Syafryadin, "The Effect of Talking Chips Technique toward the Improvement of Students' Speaking Achievement at One of the Senior High Schools in Bandung," *Linguists: Journal Of Linguistics and Language Teaching* 6, no. 2 (2020): 1–13.

logically. Another competence is strategic competence, in which the speaker can use repair strategies when a conversation breaks down. The last one is sociolinguistic/cultural competence. It demands the speakers use the language appropriately for the context. This theory then developed as the criteria for speaking test assessment depend on the types of speaking assessed.¹⁹

There are aspects to assess speaking skills: Grammar, Vocabulary, Fluency, Pronunciation, and Comprehension. The following is the speaking score rubric.²⁰

Table 2.1
Speaking Score Rubric

Aspect	Excellent (3)	Good (2)	Unsatisfactory(1)
Grammar	Mastering the grammatical errors in speaking	Lack of power the grammatical errors in speaking	No mastering the grammatical errors in speaking
Vocabulary	Mastering the vocabulary	Mis some meaning of vocabulary	Mis a lot of vocabulary
Fluency	Confidence in delivering the speech	Lack of confidence in delivering the speech	Insecurity in delivering the speech
Pronunciation	Excellent in pronoun the words	Less in pronoun the word	Weak pronunciation

¹⁹ Maria Duenas, "The Whats, Whys, Hows and Whos of Content-Based Instruction in Second/Foreign Language Education," *International Journal of English Studies* 4, no. 1 (2004): 73–96.

²⁰ Waluyo and Apridayani, "Teachers' Beliefs and Classroom Practices on the Use of Video in English Language Teaching."

			word
Comprehension	The Entire content of the conversation can be understood, although there is occasional repetition of certain parts.	Most of the conversation is understandable, although there are some repetitions.	It cannot be understood even in the form of a short dialogue.

d. Purpose of Speaking

According to Balley, the primary purpose of speaking is to communicate. There are three essential aims of speaking, namely.²¹

1. To Inform

To inform means that the speaker wants to inform and share ideas, information, process, feelings, or opinions with the hearer and give knowledge for a particular purpose. In this case, the speaker wants to inform about a fact.

2. To Entertain

To entertain means that the speaker wants to make the hearer feel happier with the materials selected primarily based on their entertainment value.

3. To Persuade

To persuade means the speaker tries to convince the hearer to do something in a particular activity. The teacher

²¹ Kathleen M Bailey and Lance Savage, "New Ways in Teaching Speaking," 1994.

must teach the students excellently by giving them examples of material delivery.

4. To Discuss

To discuss means that the speaker wants to discuss something because speaking is to make some decisions and plan. Discussion activity is believed to get more attention from the students because they have to solve a problem from the teacher's task.

e. Teaching Speaking

The subject of this research is the 7th of junior high school students at SMPN 1 Kediri. Middle school students are in a period of transitional confusion, self-awareness, growth, and changes in body and mind. It has also been added that adolescence lies between childhood and adulthood. Teaching has a primary meaning as the process of giving information to students. When doing a teaching activity, the teacher transfers knowledge, message, or skill to the students. At that moment, there is also an interactive process between the teacher and students'.

Speaking in a foreign language class is usually accomplished through practical teacher training. Johnson and Smith stated that teachers use several strategies in teaching speaking:²²

1. Discussion

Group discussion is a collaborative learning technique where the teacher lets the students push themselves or encourages them to practice their English conversation in class. We apply it to a chance conversation, where the theme is subsidiary to the desire to get acquainted, where the talk passes from one topic to another and only by chance lingers long enough anywhere to consider an object.

2. Role play

Role play is another way to get students to speak. Students act in various social situations and take on different social

²² Matius Ganna, "TEACHERS' STRATEGIES IN TEACHING SPEAKING (A CASE STUDY OF AN ENGLISH TEACHER IN SMA NEGERI 1 TORAJA UTARA)," 2018.p.6

roles. In role-play activities, the teacher informs the students about who they are and what they think or feel.

3. Simulation

Simulation activities can boost the self-confidence of hesitant students because they will have different roles and will not have to speak for themselves, which means they will not have to assume roles.

4. Games

Games are entertaining and engaging activities, often challenging, where the learners play and usually interact with each other. Games also help the teacher create a context in which the language is valuable and meaningful. The learners want to take part and to do. They must understand what others are saying or have written, and they must speak or write to express their point of view or give information. Games provide one way of helping the learners experience language rather than merely studying it.

These strategies are considered to be applied in the teaching and learning process of speaking. It means that the teacher should be aware of designing for teaching.

2. Dialogue

a. Definition of Dialogue

Dialogue, or communication, is a two-way process. It is the spontaneity and unpredictability of oral communication. Dialogue is provided in such a way that students are fully aware. It is a verbal exchange of ideas between people, fitting the standard vision of how the dialogue would function in the classroom. Dialogue is beneficial in teaching techniques. The purpose of using dialogue is to present a situation of natural language in which the students role-play in a safe environment before being met by the real thing.

Dialogue is a concentrated conversation among equals that offers helpful ways to work together cooperatively, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes. The dialogue will join participants on multiple levels of interaction

and into every conversation, making consensus an achievable goal and building momentum that participants will take beyond talk and into real-world action.

3. Video

a. Characteristic Video

Meyer in Muniandy and Veloo defines video as a kind of multimedia material consisting of verbal and nonverbal presentation displaying simultaneous images, narration, and on-screen text.²³ Furthermore, video clips can portray settings, actions, emotions, and gestures, providing a significant visual stimulus for language practice and learning. It means that video can be used in teaching English because it can give considerable visual stimuli through its combination of illustrations, sound, graphics, and texts.

Video is a medium that provides audiovisuals that can be used to support the teaching and learning process. Video can be played in slow motion, allowing the eye to detect events too fast for normal vision. Therefore, judicious use of video in education may be suited for introductory courses introducing complex topics into each system, low-achieving students, and visual/spatial learners.²⁴ The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post-viewing activities. They also state that video potential in language learning is only achieved when used as an integral part of the course. When the teachers decide to use video as supplementary material, they must believe that it is closely related to the system's goals. One way to do this is

²³ Sinta Prasetia Trias Sari, "The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015," *Yogyakarta State University. Yogya*, 2015.

²⁴ Irene Apriliana Setyo, "Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020," 2020.

to bring in the video to introduce or expand a theme of the material already part of the curriculum.

Video is a highly dense medium that incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. Video is a part of media; the meaning of media is often related to means of communication. Media usually refers to any device that brings information from the message's source to the destination. In our daily lives, we can see the example. There are television, radio, books, records, and pictures. Media are any devices that assist an instructor in transmitting learners' facts, skills, attitudes, knowledge, and appreciation, or additional materials used when using a particular teaching method to make learning easier, as they intend to help both the teacher to teach more reflectively and the learner to grasp the concept more effectively.²⁵

4. The Advantages of using Dialogue Video

The advantages of using dialogue videos include motivating students' interest, providing realistic listening practice, and heightening students' awareness of particular language points or other aspects of communication.

According to Harmer, there are many advantages to using dialogue videos in the learning process.²⁶

- a. By looking at the language used, students can hear the language and see it. They can distinguish the general meaning and mood conveyed through expressions, gestures, and other visual cues.
- b. Multicultural awareness allows students to see situations beyond their classroom. The video will also enable students to see things like the food people eat in other countries and their clothes.

²⁵ Neni Noviani, "improving Students' Ability Throught Movie', (Thesis English Education Study Program, Faculty of Language and Arts Department. (STKIP) Siliwang Bandung, 2017), p.14

²⁶ Jeremy Harmer, "Book Review: The Practice of English Language Teaching," *RELC Journal* 32, no. 1 (2001): 135–36.

- c. The power of creativity: When students use their video cameras, they can create something memorable and fun.
- d. In terms of motivation, most students showed an increased level of interest when they saw and heard the language being used and when this was combined with communicative tasks.

5. The Use of Dialogue Video in Teaching Speaking

Teaching methods are strategies and approaches educators use to facilitate learning and help students acquire knowledge and skills. In this research, researcher use the dialogue video in teaching speaking. Dialogue video is a technique used in the teaching and learning process to facilitate interaction depending on the subject, learning objectives, age and ability of the students, and the overall educational context. Facilitate understanding through conversation, discussion, or interaction between individuals or characters. Dialogue videos can make it easier for teachers to deliver the material to students, and students will be able to understand the context of the subject in the learning process.

According to Ningsih, using dialogue videos as a model can help students speak more efficiently. The students will also be taught to explore and conceptualize their ideas and comprehend more about difficult pronunciation in speaking. Then, the students are asked to speak up to convey their thoughts about asking, giving opinions, and responding. In this case, it helps the students generate their ideas, associated words, and concepts for the speech, which can help them improve their speaking ability. An English video conversation can support the teaching and learning process. The students can learn language not only by listening to how native speakers pronounce some words but also by observing their facial expressions, which will affect their speaking ability. They can also learn about the culture, what other people wear and eat, and many more.

CHAPTER III RESEARCH METHOD

1. Setting of Research

This research will be conducted at SMPN 1 Kediri, located in Kediri Village, West Lombok and West Nusa Tenggara. The researcher chose this location because the access is easy to reach. It can make it easier for the researcher for conduct the research and it can be carried out smoothly, and this research location is enough to represent the criteria for taking samples.

2. Object of Research

The object of the research is the use of dialogue video to improve students' speaking skills in the classroom of 7th grade in SMPN 1 Kediri, in the academic year 2023/2024.

3. Design of Research

This research uses the Classroom Action Research (CAR) method. The study aims to improve teachers teaching in the classroom. CAR will help the teacher discover works in their classroom situation. It is a powerful integration of education and provides instructional decisions.²⁷

Classroom Action Research (CAR) needs practical concerns to solve the problem. The definition of classroom Action Research (CAR) is based on Kemmys and McTaggart. Classroom action research is one of the simple research alternatives. Easy to implement in the teaching and learning process. Classroom action research develops teachers' teaching skills by applying simple research methods. Simple researcher are encouraged to record classroom activities such as plan, action, observe, and reflect.²⁸

Classroom Action Research (CAR) helps the teacher improve the learning process without having to end with a report. Classroom

²⁷ Gwynn Mettetal, "Improving Teaching through Classroom Action Research," *Essays on Teaching Excellence: Toward the Best in the Academy* 14, no. 7 (2002): 1–4.

²⁸ SP Purohman, "Classroom Action Research Alternative Research Activity for Teachers," *Research Gate*, 2018.

Action Research (CAR) has four stages: planning, action, observation, and reflection. Classroom Action Research (CAR) is arranged in two cycles: cycle one and cycle two. The four phases of the classroom action are integrated like a spiral. It means that the classroom activities are based on planning, implementing, and observation, and the researcher uses reflection to determine the next cycle. In this research, the researcher uses dialogue video to improve students speaking skills.

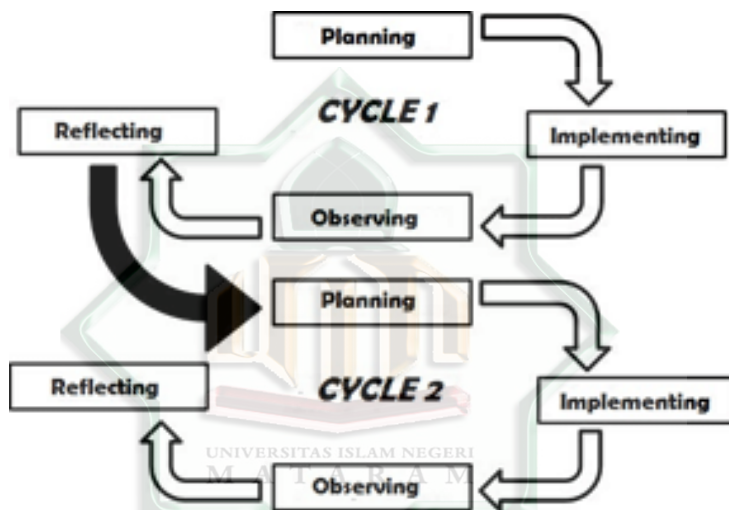


Table 3.1 The Action Research Design by Mc Taggart and Kemmys

In addition, it can be concluded as follows:

1) Cycle 1

After doing the pre-test, the researcher knows the students' lack of speaking skills. Then, the researcher applied several methods:

a. Planning

Planning means preparing every activity for all steps that the researcher would take. The activities carried out before the action are formulating the teaching method and strategies for teaching dialogue videos and developing the lesson plans for cycle 1.

b. Action

In the action, the researcher will enter the dialogue video to improve students' speaking skills in the learning process.

c. Observation

Observation is the activity of writing and taking action. The researcher will ask the English teacher and students' learning processes in the class to be observed. In observing, the researcher should be able to analyze the learning process and the students' activities. Observers note the important things in the teaching-learning process.

d. Reflection

Reflective means remembering and paying attention to the behavior recorded in the observation. Reflection seeks to understand strategic behavior's natural processes and limitations. Review considers the different perspectives that may exist in a social situation and understands the problems and conditions in which they occur.

2) Cycle 2

a. Planning

Planning is the first step in each activity. In cycle II, the researcher will focus on repairing the weakness in the cycle 1. The researcher will modify and implement the plan using the same strategy using dialogue video.

b. Action

In this action, the researcher repeats the activities of the initial stage. Therefore, when the researcher step is carried out, the researcher applies the previously planned strategy at this stage. All activities in class during the action were recorded and analyzed. In this cycle, the focus remains on students' speaking skills by implementing dialogue videos and providing appropriate materials for learning to speak.

c. Observation

Observation will be made in the same way in cycle 1. Observation will be conducted during the learning process or the implementation of the action.

d. Reflection

Reflecting is a research-based analysis. At this point, the researcher will reflect on evaluate, and describe the effect of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems, and real issues in strategic action. Reflection is an evaluation aspect; it asks the researcher to weigh the experience to judge whether or not the dialogue video can enhance students speaking skills.

4. Planning

Planning means preparing every activity, the activities carried out before move are as follows:

- a. Initial observations and interviews with 7th grade English teachers related to English learning problems in the classroom.
- b. Lesson Plan (RPP)
- c. Prepare an observation sheet
- d. Research Instrument

5. Acting

In this case, the researcher will carry out several activities, including introduction, main activities, and closing. Through practical construction, the teacher usually achieves the desired outcome of any action in a foreign language classroom. In the introduction, the activities are as follows: 1) The teacher will explain the objectives and learning procedures. 2) The teacher greets the students by saluting them, checking their attendance lists, and asking about their readiness to learn. The main activities are as follows: 1) The researcher introduces improving students' speaking skills. 2) The researcher asks the students about understanding speaking skills. 3) The researcher asked the students to mention some ways to improve students' speaking skills. 4) The researcher provides a dialogue video and asks some students to describe the video. 5) The researcher asks the students to ask questions if they do not understand the material. The last activity is closing. In closing, the activities are as follows: 1) The researcher reflects on learning activities. 2) The researcher asks

students to conclude the material that has been taught. 3) The researcher delivers material that will be taught in the next meeting.

6. Observing

This section, observation is an activity aimed at a process or object that aims to feel and then understand knowledge about a phenomenon based on known knowledge and ideas to obtain information needed for further research.

Therefore, observation is the next step to closely monitor the teaching and learning process and collect data in the form of action. The researcher prepared an observation sheet to determine the status of the class when the action was taken. The researcher took notes during the teaching and learning process.

7. Reflecting

Reflection is remembering and reflecting on an action precisely as recorded in the observation. Analysis and reflection activities were carried out at the end of each cycle to obtain accurate results. This activity aims to improve and perfect the results achieved in the activities carried out in each cycle. If the results of analysis and reflection in cycle do not provide positive results, then it can be continued to cycle II. In this case, the results are better or improved compared to cycle 1 and reach the specified completeness value, and this indicates that this class action research has been successfully carried out and will not be continued in the next cycle.

8. Instrument of Research

The instrument is one of the tools the researcher uses to collect data for the research. The researcher utilized the following device in this case:

a. Observation

The goal of classroom observation is to gain a better understanding of how social events take place in the language classroom. In this classroom observation, the subjects are the students' improvement in speaking skills through dialogue videos and any potential events. The statement aims to observe and learn

about the teachers and students' conditions. Teaching and learning process, as well as students' motivation. Observe their challenges, problems, and understanding of the material as demonstrated by their attitude, behavior, and responses. The researcher can also determine the type or level of tests that will be administered to students through observation. The researcher observed students' speaking while doing dialogue practice. The researcher write down what students lacked in speaking, then explained and gave input related to the student's shortcomings.

b. Test

The test is an examination of a student's knowledge or ability. In general, testing is to find out how well students work. In terms of students, testing tells what level of knowledge or skill has been acquired. The tests used in this research are pre-test and post-test.

1. Pre-Test

Pre-test will be held before implementing the dialogue video method. It can be found out about the students' speaking ability before and after the method used. The researcher, as the teacher in the treatment process, gave some materials in English, such as asking and giving information, asking and giving opinions, and greetings and parting.

2. Posttest

After the treatment, a posttest will be held using the dialogue video method at the end of the learning process. The posttest was given to the students' in the last meeting after they received the treatment process. The aims of the posttest are to know and measure the students' abilities by implementing the dialogue video method to improve their speaking skills. The test is that students will practice dialogue given by the teacher.

9. Data Analysis

In data analysis and discussion in this research, the researcher will use data analysis by averaging pre-test and post-test. To find improvements, the researcher compared both the pre-test and posttest. The researcher checked data about the test result in the test. The

researcher evaluates the performance test results based on the evaluation criteria to calculate the performance test results. Data analysis will be carried out from the average pre-test and posttest. Several students in cycle one do not reach the minimum completeness criteria (KKM) score. It says the students fall in cycle 1 so the researcher will repeat the process in cycle 2. If the students reach and exceed the minimum completeness criteria (KKM) score, they are successful in cycle 2. The cycle is determined because the students need minimum completeness criteria. The data analysis was performed step by step, starting from the pre-test and the last with the post-test average.



Perpustakaan UIN Mataram

CHAPTER IV

FINDING AND DISCUSSION

This research aims to determine the extent of the improvement in students' speaking skills through the Dialogue video strategy. This chapter presents the result of action research conducted at 7th grade in SMPN 1 Kediri with 33 students. This stage describes the research activities carried out to determine the improvement of speaking skills using the dialogue video strategy. In conducting this research, the researcher collaborated with the English teacher in 7th grade at SMPN 1 Kediri, namely Mr. Mulyadi. The English teacher also helped the researcher in learn and implement.

A. Research Findings

The research process is divided into three parts: the condition before the research, the implementation of the study, which consists of cycles 1 and 2, and the final reflection.

1. Finding of Pre-test

The researcher uses a pre-test to identify the problems in the teaching and learning process. In this step, the researcher pre-observed the teaching and learning process with the English teacher on Wednesday, 15 November 2023. The researcher identified that students in the class were still having difficulty speaking. Students felt confident to speak in front of the course.

To identify the students' speaking skills, the researcher gave a pre-test. The pre-test was held for the students of 7th grade, which consisted of 33 students. In the pre-test, the students were asked to answer questions previously prepared by the researcher. The results are presented as follows:

Table 4.1
Students Speaking Score In the pre-test.²⁹

No	Students Name	Aspects					Total score	Conversion
		F	G	V	P	C		
1	AHZA	2	2	3	2	3	12	48
2	AIW	2	2	3	3	2	12	48
3	AAN	4	2	3	3	4	16	64
4	AH	3	2	3	4	4	16	64
5	AN	3	3	5	3	3	17	68
6	BZASI	4	3	3	4	4	18	72
7	ERA	3	3	3	3	2	14	56
8	EI	3	3	2	3	2	13	52
9	FS	3	2	3	3	4	15	60
10	FZ	3	2	3	3	3	14	56
11	GA	3	2	3	4	4	16	64
12	GAB	4	2	4	4	3	17	68
13	HA	4	3	2	3	2	14	56
14	HMP	3	3	3	3	2	14	56
15	HH	2	4	3	3	3	15	60
16	IA	3	3	3	5	5	19	76
17	KM	3	3	4	2	4	16	64
18	LMH	4	3	4	3	4	18	72
19	MAP	4	3	3	4	3	17	68
20	NW	4	3	5	3	4	19	60
21	NH	4	3	2	4	2	15	60
22	PH	4	3	4	3	4	18	72
23	RR	4	3	2	3	3	15	60
24	R	4	3	4	2	2	15	60
25	SA	3	2	4	3	5	17	68
26	SA	3	3	4	3	4	17	68
27	SJ	4	3	4	5	4	20	80
28	SH	3	2	4	3	3	15	60
29	W	4	2	3	3	3	15	60
30	YS	3	3	4	4	4	18	72
31	YAS	4	3	3	4	3	17	68
32	ZAAF	3	2	4	3	4	16	64

²⁹ David P Harris, "Testing English as a Second Language." 1969.

33	FM	4	3	4	4	3	18	72
Total		2040						
Mean		61.81						
Success Rate		21.21%						

From the table above, the result of the score from pre-test held by researcher. The researcher calculated the mean of the pre-test. Then the aspect of each activity are evaluated using the following criteria:

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

Note: X = Value

$\sum X$ = Score of all students

n = Students total

$$X = \frac{2040}{33}$$

$$X = 61.81$$

From the table, the researcher calculated the success rate of pre-test was:

$$\text{Success Rate} = \frac{\text{Number of students}}{\text{Total of students}} \times 100$$

$$S = \frac{7}{33} \times 100$$

$$S = 21.21\%$$

Based on the pre-test results table, the average students' pre-test score is 61.81 which is below the standard score. For the pre-test success rate is 21.21%, which meets the standard criteria of KKM is 71, students' who reach KKM are only 7 out of 33 students. To achieve this average value, researcher conducted treatment in cycle 1 to determine the value of students' speaking.

2. The Findings of cycle 1

a. Planning

At this step, the researcher prepare several learning instrument and material to facilitate the teaching and learning process. In this case, researcher create a lesson plan based on teaching materials. The researcher prepared for posttest 1 to know the students' improved, the post test is carried out after giving treatment or learning to students' by implementing dialogue video.

b. Acting

In this first cycle, the researcher apply the lesson plan to students'. The English teacher acts as an observer who observes activities during the teaching and learning process. The first cycle was held at two meetings, on 16 November 2023 and 17 November 2023. The material for the first and the second meeting use one topic namely "Greetings and Partings" for complete explanation of this cycle will be described as follow:

Table 4.2
Schedule of Activities

Date	Time	Activities
Thursday, 16 November 2023	10.30 am- 12.30 am	First meeting
Friday, 17 November 2023	07.30 am- 09.30 am	Second Meeting
Monday, 20 November 2023	09.00 am- 10.30 am	Posttest

1) First Meeting

The first meeting conducted on Thursday, 16 November 2023, it start from 10.30 am. The topic in this meeting was about Greetings and Partings. It start with the researcher greets students' and students' respond researcher greeting. Researcher ask the students' for pray together and

teacher check students' attendance list. Before start to main activity, researcher check students' focus with ice breaking, afterward researcher deliver the learning objectives. In this case, the topic that will be deliver by researcher under the title greetings and partings. Teacher explained to the students that they would conduct speaking lesson that were applied using dialogue video.

Before the main activity, the researcher ask students' about the topic. Researcher ask students "do you know what is greetings and partings?" students' answered, "Yes ms" and the researcher explain what is greetings and partings mean. Afterward, the researcher formed groups of 2 people and distributed dialogue texts to each students'. Students' watched the video prepared by the researcher, after which students' practiced the dialogue in front of the class with their group friends, the researcher gave appreciation to students' who had come to the front of the class.

The researcher asked how the students' felt after coming forward to practice the dialogue with their group friends. The researcher gave appreciation to the students' and gave conclusions related to the learning that had passed.

2) Second Meeting

The lesson start on Friday, 17 November 2023. The researcher open the class and ask the students' for pray together. Afterward researcher checked the attendance list of students' and do the ice breaking. Then researcher ask students' "do you remember some point of greetings and partings? And do you still remember how many greetings are they?"

Afterward, researcher asks students' to make a group and then make the dialogue with their partner about greeting and partings. Researcher asks students' to come forward. In this session, students' more confidence to practice their dialogue.

At the last, researcher review the material. Asking students' about their feelings while studied. Then, researcher ended the lesson and remind them for study hard.

3) Posttest

Last meeting of cycle 1, researcher conduct posttest to determine students' speaking by asking the question about greeting and direction. After all, the researcher ask students' to come to front of the class one by one to answer the question that will be ask by the researcher.

c. Observing

At this stage, the teacher at SMPN 1 Kediri observer activities in the class during the teaching and learning process. Observer use the observation checklist that has been prepared to observe the activities of researcher and students'. Observer only need to give a value based on real condition in the class. The result of the observation checklist will be explained as follows:

1. Observation checklist

a. Teacher activities

Table 4.3

Teachers Observation Checklist

No	Observation Activation	Score		
		1	2	3
1	The teacher open the lesson			✓
2	The teacher does warming up		✓	
3	The teacher communicates the learning objective that will be achieved		✓	
4	The teacher divides the students into groups.		✓	
5	The teacher explain the rules of the learning process using dialogue video		✓	
6	The teacher provides opportunities for students to asks		✓	

7	The teacher asks the students to make conclusion for the material	✓		
8	The teacher and students wrap up the lesson	✓		
9	The teacher delivers the information about the upcoming lesson		✓	
10	The teacher close the lesson			✓
Total		2	12	6
Total score		20		
Success score		66.66%		

Total score is determined from the activity score of teacher. This explained after giving awareness about the material. After successful teaching in the class. The percentage of teacher activities is obtained from this formula below:

Percentage of activities =

$$\frac{\text{Number of teacher activities}}{\text{Score max}} \times 100$$

$$\text{Mean} = \frac{T \text{ score}}{\text{Max score}} \times 100$$

$$= \frac{20}{30} \times 100$$

$$= 66.66\%$$

From the observation of the teacher activities, the average teacher score is 66.66% which means that is not enough. However, several aspect need to be improved in teaching and learning process.

b. Students activities

Table 4.4
Students Observation Checklist

No	Observation Activity	Score		
		1	2	3
1	Students respond to the greeting well and together			✓
2	Students are enthusiastic about the lesson		✓	
3	Students listen carefully to the learning objectives conveyed by the teacher		✓	
4	Students listen and pay attention on the explanation of the material in dialogue video		✓	
5	Students can discuss with their group members		✓	
6	Students are confident to speak up in front of the other students		✓	
7	Students ask question that they have not understood to the teacher		✓	
8	Students can make summary and conclusions about the lesson	✓		
9	Students listen to the learning objectives and material to be presented to the next meeting	✓		
Total		2	12	3
Total score		16		
Maximum Score		59.25%		

The total score was taken from students' activity of students' attention in the teacher explanation. The percentage of teacher activities is obtained from the formula below:

$$\frac{\text{Number of students activities}}{\text{Score max}} \times 100$$

$$\text{Mean} = \frac{T \text{ score}}{\text{Max score}} \times 100$$

$$= \frac{16}{27} \times 100$$

$$= 59.25\%$$

From the observation of students' activity, the average students score was 59.25%. Which means that students' participation is in the poor category. Several aspects need to be improved by students' to pay attention in teaching explanation. In this case, students' were still lacking and lack of confident to speak in front of the class.

c. Post-test

The researcher conducted an exam in cycle 1 was held on Monday, 20 November 2023. In this case, students' need to answer the question that have been prepared by the researcher. The result as follows:

Table 4.5
Students' Speaking Score in the posttest.³⁰

No	Students Name	Aspects					Total score	Conversion
		F	G	V	P	C		
1	AHZA	3	2	3	3	3	15	60
2	AIW	3	2	3	3	2	13	52
3	AAN	4	2	4	4	4	18	72
4	AH	3	2	4	4	4	17	68
5	AN	3	3	5	3	4	18	72
6	BZASI	4	3	4	4	4	19	76
7	ERA	3	3	4	3	2	15	60
8	EI	3	3	2	3	3	14	56

³⁰ Harris.

9	FS	3	3	3	3	4	16	64	
10	FZ	3	3	3	3	3	15	60	
11	GA	3	3	3	4	4	17	68	
12	GAB	4	2	4	4	4	18	72	
13	HA	4	3	3	3	2	15	60	
14	HMP	3	3	3	3	4	16	64	
15	HH	3	4	3	3	3	16	64	
16	IA	3	3	4	5	5	20	80	
17	KM	3	3	4	3	4	17	68	
18	LMH	4	3	4	4	4	19	76	
19	MAP	4	3	3	4	4	18	72	
20	NW	4	3	5	4	4	20	80	
21	NH	4	3	3	4	2	16	64	
22	PH	4	3	4	3	4	18	72	
23	RR	4	3	3	3	3	16	64	
24	R	4	3	4	2	3	16	64	
25	SA	3	2	4	4	5	18	72	
26	SA	3	3	4	4	4	18	72	
27	SJ	4	3	4	5	4	20	80	
28	SH	3	2	4	4	4	17	68	
29	W	4	2	4	4	3	17	68	
30	YS	4	3	4	4	5	19	76	
31	YAS	4	3	4	4	4	19	76	
32	ZAAF	3	2	4	3	4	16	64	
33	FM	4	4	4	4	4	20	80	
Total								2245	
Mean								68.03	
Success Rate								42.42%	

To get the result of posttest in cycle 1, the researcher calculated the mean of posttest. Then, the result as follow:

$$M = \frac{\sum X}{n}$$

Noted: X = Value

M = Average

$\sum X$ = Score of all students

n = Students total

$$Mx = \frac{2245}{33}$$

$$Mx = 68.03$$

From the table, the researcher calculated the success rate of posttest was:

$$\text{Success Rate} = \frac{\text{Number of students}}{\text{Total of students}} \times 100$$

$$S = \frac{14}{33} \times 100$$

$$S = 42.42\%$$

From the table above, the average students' posttest score is 68.03 which is below the standard score. For the post test, success rate is 42.42% which the standard criteria of KKM is 71. Students' who reach KKM only 14 from 33 of students'. To achieve this average value, researcher conducted treatment in cycle 2 to determine the value of students' in speaking.

d. Reflecting

Based on the table of posttest above, the mean score of the students' posttest is 68.03. The total conversation value is 2245. Then, this show that students' have a good change from the pre-test score 61.81 to posttest 68.03. Although it has not reached the target or KKM, but it is a significant improvement. Because for this class the KKM is 71. But in the success rate section there are 42.42% which there are 14 students' from 33 of students' achieve the KKM score. However, there are some students' who have not reached the KKM score, that's why researcher decided to continue for the next cycle.

3. The findings of cycle 2

a. Planning

Plan for the cycle is made based on the problem identified in the first cycle. The problem that are some students' who are still passive during the teaching and learning process and some of students' are still lack confidence to speak in front of the class.

b. Acting

Before conducting the second cycle, the researcher prepared the material or lesson plan. The second cycle was carried out in two meetings, on 21 November 2023 and 22 November 2023. The topic of this meeting was giving and asking direction. A complete description of this cycle as follows:

Table 4.4

Date	Time	Activities
Tuesday, 21 November 2023	07.30-09.00am	First meeting
Wednesday, 22 November 2023	11.00-12.30am	Second meeting
Thursday, 23 November 2023	07-30-09.00am	Posttest

1) First Meeting

The first meeting was held on 21 November 2023. The topic was asking and giving direction. The lesson was start on 07.30 am. Before start, researcher check the attendance list of students' first. Afterward, researcher checked students' with ice breaking. Then, researcher explaining the purpose of the learning process. Same as the first cycle, the researcher formed groups to practice the video dialogue and distributed text to students'. Afterward, the researcher watched the video dialogue prepared by the researcher.

In pairs, students practiced the video dialogue based on the video that had been given. Then, the researcher gave appreciation and grades to students' who had come forward

to practice the dialogue. After all students came forward to practice the dialogue, the researcher how the students' felt after coming forward to practice the dialogue. Some of them said 'we are happy' 'we are nervous' and soon. Afterward, the researcher gave appreciation as a closing lesson in the classroom.

2) Second Meeting

The lesson was started on Wednesday, 22 November 2023, as usually the researcher checked the attendance list of students'. The researcher reviewed the last material by asking question "do you remember last meetings lesson?" After giving the question, the researcher asked the students' to make a dialogue about asking and giving direction with their group.

In next activity, the researcher asked the students to practice the dialogue in front of the class with their group. The students' will take turns and the researcher checked and gave the result of their practice. In this practice session, students more confident to speak. This activity is suitable for students to improve their speaking skill. Afterward, researcher gave appreciation for students' and close the meeting for this cycle before facing the posttest of this cycle.

3) Third Meeting

In this case, the researcher conducted a post -test and this the last test for this meeting, the researcher conducted a posttest on students' speaking skill by answering the question that have been prepared by the researcher. Then the researcher asked the students to the front of the class for answering the question.

c. Observing

At this stage, English teacher of SMPN 1 Kediri acts of observer who observer activities in the classroom during teaching and learning process. In this case, researcher use the observation checklist that has been prepared to observe the

activity of researcher and students'. In this case, only need to give a value (√) based on real condition in the classroom. The result of the observation checklist in cycle 2 will be explained as follow:

- 1) Observation checklist
 - a. Teacher activities

Table 4.5
Teacher observation checklist

No	Observation Activation	Score		
		1	2	3
1	The teacher opens the lesson			✓
2	The teacher does warming up			✓
3	The teacher communicates the learning objective that will be achieved			✓
4	The teacher divides the students into groups.			✓
5	The teacher explains the rules of the learning process using dialogue video			✓
6	The teacher provides opportunities for students to ask		✓	
7	The teacher asks the students to make conclusion for the material		✓	
8	The teacher and students wrap up the lesson		✓	
9	The teacher delivers the information about the last material	✓		
10	The teacher closes the lesson			✓
Total		1	6	18
Total score		25		
Success score		83.33%		

The total is determined from the activities after getting a score that shows the students' attention to the

researcher explanation. The percentage of teacher activities is obtained from this formula below:

$$\frac{\text{Number of teacher activities}}{\text{Score max}} \times 100$$

$$\text{Mean} = \frac{T \text{ score}}{\text{Max score}} \times 100$$

$$= \frac{25}{30} \times 100$$

$$= 83.33\%$$

From the observation of the teacher activity above, the average teacher score is 83.33%. In this case, the researcher has significantly improve the learning process and is in line with the lesson plan.

b. Students Observation checklist

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M A T A **Table 4.6**

Students Observation checklist

No	Observation Activity	Score		
		1	2	3
1	Students respond to the greeting well and together			✓
2	Students are enthusiastic about the lesson		✓	
3	Students listen carefully to the learning objectives conveyed by the teacher		✓	
4	Students listen and pay attention on the explanation of the material in dialogue video		✓	
5	Students can discuss with their group members			✓

6	Students are confident to speak up in front of the other students		✓	
7	Students ask question that they have not understood to the teacher		✓	
8	Students can make summary and conclusions about the lesson	✓		
9	Students listen to the learning objectives and material to be presented to the next meeting			✓
Total		1	12	9
Total score		22		
Maximum Score		81.48%		

$$\begin{aligned}
 \text{Percentage of activities} &= \frac{\text{Number of students activities}}{\text{Score max}} \times 100 \\
 &= \frac{T \text{ score}}{\text{Max score}} \times 100 \\
 &= \frac{22}{27} \times 100 \\
 &= 81.48\%
 \end{aligned}$$

Based on the result of observation of students is 81.48%. Which means that students' activity during learning process is very good. Students' can practice the dialogue as well during learning process.

c. Posttest

In this case, after two meetings were completed, the researcher held an exam in cycle 2 which was held on Thursday, 23 November 2023. In this case, students were asked "asking and giving direction ". The students will come to the front of the class one by one for answer the question that prepared by the researcher.

Table 4.7
Students Speaking Score In the posttest (2)

No	Students Name	Aspects					Total score	Conversion
		F	G	V	P	C		
1	AHZA	3	4	4	4	3	18	72
2	AIW	4	3	4	4	4	19	76
3	AAN	3	3	5	4	3	18	72
4	AH	5	3	4	5	4	21	84
5	AN	4	4	3	3	3	17	68
6	BZASI	3	3	4	4	4	18	72
7	ERA	4	4	3	4	4	19	76
8	EI	3	4	4	4	4	19	76
9	FS	4	4	3	5	4	20	80
10	FZ	4	4	3	4	4	19	76
11	GA	5	4	3	5	4	21	84
12	GAB	3	4	5	3	3	18	72
13	HA	3	3	4	4	3	17	68
14	HMP	4	4	3	5	5	21	84
15	HH	3	4	4	4	5	20	80
16	IA	4	4	5	5	5	23	92
17	KM	4	3	5	4	4	20	80
18	LMH	4	3	5	5	5	22	88
19	MAP	3	3	3	4	4	17	68
20	NW	5	3	5	4	4	21	84
21	NH	4	3	4	4	4	19	76
22	PH	5	3	4	5	4	21	84
23	RR	4	3	3	4	4	18	72
24	R	4	3	5	4	4	20	80
25	SA	3	2	4	4	5	18	72
26	SA	3	3	4	4	5	19	76
27	SJ	3	3	4	5	4	18	72
28	SH	3	2	4	5	4	18	72
29	W	4	2	5	4	3	18	72
30	YS	3	3	4	4	5	19	76
31	YAS	4	3	4	4	5	20	80
32	ZAAF	3	3	4	4	3	17	68

33	FM	4	4	4	4	4	20	80
Total		2532						
Mean		76.72						
Success Rate		87.87%						

To determine the category of students' speaking, the researcher use this aspect for minimum criteria score (KKM) to determine, students has achieved learning. Then the aspect of each activity are evaluated using the criteria:

$$M = \frac{\sum X}{n}$$

Note:

X = Mean

M = Mean

$\sum X$ = Score of all students

n = Students total

$$Mx = \frac{2532}{33}$$

$$Mx = 76.72$$

From the table above, the researcher calculated success rate of posttest 2 was:

$$\text{Success Rate} = \frac{\text{Number of students}}{\text{Total of students}} \times 100$$

$$S = \frac{29}{33} \times 100$$

$$S = 87.87\%$$

From the table above, the average students' post-test score is 76.72 which is below the standard score. For the post test, success rate is 87.87% which the standard criteria of KKM is 71. Students' who reach KKM only 29 from 33 of students'. Because the score from cycle 1 to

cycle 2 had increased, the researcher decided that treatment was sufficient for the teaching and learning process.

d. Reflecting

According to the result of the posttest above, the mean score of posttest 2 is 76.72 it means students' score in speaking skill has improved from 68.03 to 76.72. In post-test 2, has exceeded the KKM average of 71. In the success rate are 87.87% students achieve the KKM score. This means that students' get more points in each aspect in the second test result. Based on this, it can be concluded that the implementation of dialogue video to improve speaking skill at 7th grade of SMPN 1 Kediri in the academic year 2023/2024 can improve students' speaking skill.

After analyzing the observation result in cycle 2 by the researcher, there are positive result in this cycle, there were as follow:

- a) Students were more active and enthusiastic during teaching and learning process.
- b) There was an improvement in students speaking skill test, for the first cycle (68. 03) to second cycle (76.72)
- c) Students' more confident to speak in front of the class.
- d) In dialogue video, students' able to hear the word, see the expression and read the as well.

Based on this result observation and reflection, the researcher concluded that the use of dialogue video in teaching and learning process have a good benefit for it. Students' able to study in a groups and make them confident in speaking.

B. Discussion

This research use Classroom Action Research (CAR) method, which the data collected thought observation and test. In this case, the researcher used dialogue video to improve students' speaking skill at 7th grade of SMPN 1 Kediri in academic year 2023/2024. Which consisted of 33 students' including 11 boys and 22 girls. Aims of this

research was to improve students' speaking skill through dialogue video. The theory of speaking assessment employed theory from David P. Harris theory.³¹ In this research there are 2 cycle namely cycle 1 and cycle 2. In this cycle consist on 4 part, namely; planning, action, observation and reflection.

In line, the findings of this research, it can be found from the result observation to teacher and students. The result of teacher observation in cycle 1 is 66.66% and increase in cycle 2 83.33%. As well as the result of students' observation, there was progress from the result of cycle 1 and cycle 2. In cycle 1 the result was 59.25% and increased in cycle 2 81.48%. Moreover, the findings of this research show there is an improvement of speaking skill by using dialogue video. It can be proven through average result of pre-test score of 61.81% with success rate 21.21%. Was increase to 68.03% in posttest 1 with success rate 42.42%. However, even the score increase was significant, the researcher had to apply for next cycle and apply for posttest 2, and students' score is still lacking and does not reach the target KKM. After doing posttest 2 students got another increase score that is 87.87%, it means that students' score in posttest 2 in excellent and pass the KKM. It means that the implementation of dialogue video is effective to improve students' speaking skill.

According to present research finding is in line with previous research conducted by Niyati Fisolihati, who found that the use of dialogue was very effective in improving students speaking skill. It can be seen from students' score, in pre-test was 45.82 and it increased to 70.36 for post-test. In addition, in this research for controlled class was 42.91 and was improved to 58.18. Therefore, it can be said that students speaking skill increases very significantly while learning using dialogue.³²

In addition, another previous research that has similar findings to the present research that was also conducted by Rosnani Rahardian, Hendra Heriansyah and Mutia Dara Authari, who stated that

³¹ Harris.

³² Niyata Fisolihati, "The Effect of Using Dialogue Technique to Improve Students' Speaking Skill (a Quasi-Experimental Study at the Seventh Grade of SMP IT Bina Pekerti in Academic Year 2019/2020)," n.d.

Improving speaking skill using round robin technique.³³ Based on the result of this previous research, it shows that the mean students score was 43.71 for pre-test, and the mean of the post-test was 35.49. The average score of students was 79.26.

The next research that has similar findings to the present research was also conducted by Apriyana Melly I, Samtidar, and Amirullah Abduh, where the research finding showed that using English dialogue video was significant to activate students' speaking skill. That dialogue video can improve students' speaking skill and prove it with the result of the mean pre-test was 5.26 and the mean score of students' post-test was 6.87. Based on the result of the data, it could be concluded that the use of English dialogue video could activate students' speaking skills.³⁴

Based on the final result, the use of dialogue video to improve speaking skills as method in teaching and learning process can be conclude that, the implementation of using dialogue video can improve students speaking skills at the 7th grade of SMPN 1 Kediri.



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³³ Sahardin, Heriansyah, and Authari, "The Use of Round Robin Technique to Improve Students' Speaking Skill."

³⁴ Apriyana Melly I, Samtidar, Amirullah Abduh, "Activating students speaking ability through English Dialogue Video", page. 275

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

This research aims to find out the improvement of students' speaking skill through dialogue video at the 7th grade of SMPN 1 Kediri. In this case there are 33 students including 11 boys and 22 girls. In conducting the research, the research working with English teacher to make it easier for researchers to conduct research, this of course goes through several processes such as, identifying research problems, implementing research plans and discussing research results.

However, the use of video as a main media gave a student's appropriate speaking model to help them in learning speaking. They could watch and listen to some expressions used by the speaker clearly. Moreover, the use of video could attract the students' attention and motivation in the teaching and learning process.

2. Suggestion

Based on the conclusions and implications above, some suggestion are for the English teacher and other researcher, the suggestion are presented below:

a. For Teachers

In line with the use of video, the English teacher need to design various activities to be implemented after playing video. The activities should encourage students to speak English. It is necessary to use various video in teaching and learning process. Teaching speaking using this technique improves students' speaking skills, it is hoped that the results of this study will enable teachers to use dialogue video strategies in their speaking lessons.

In speaking classes, students need more speaking practice, so teachers should be able to create speaking activities that give students more opportunities to speak. To ensure students enjoy the learning process, teachers should incorporate dialogue video into various activities and lessons, including group discussions. In

addition, students are free to develop their speaking skills by practicing the dialogue video strategy.

b. Other Researcher

This research discuss the use of dialogue video to improve speaking skill at 7th grade SMP 1 Kediri in the academic year 2023/2024. The researcher hope that the strategy can be applied by other researcher to get better learning. For other researchers who want to do the same research, there are several factors to consider when using videos in the English teaching and learning process.

First of all, you need to look for videos that match your students' core competencies, basic skills and even performance levels. Secondly, researchers need to be more creative in using different video teaching techniques and designing other activities to increase opportunities for students to speak in interesting ways. Finally, before playing the video, it is important to make sure that all the devices used to display the video are working properly.



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Perpustakaan UIN Mataram



Appendixes

Perpustakaan UIN Mataram

Appendix 1
List of Subject

No	Students Name	Gender
1	Adelia Hamiro Zatia Aziz	Female
2	Adelia Intan Wahyudi	Female
3	Alfira Ainun Najma	Female
4	Anggi Huraini	Female
5	Ayu Nurliani	Female
6	Baiq Zerlinda As Salwa Iswan	Female
7	Ekin Rizki Afrilia	Female
8	Elysa Ilham	Female
9	Faeril Sulton	Male
10	Fikran Zuhdi	Male
11	Ghatan Akhwazi	Male
12	Gibran Albanani	Male
13	Haeril Agra	Male
14	Hanaya Meisa P	Female
15	Hayatul Husna	Female
16	Indah Alfiona	Female
17	Karina Maulida	Female
18	Lalu Muhammad Hafidz	Male
19	Melani Ayu Putri	Female
20	Nova Windiana	Female
21	Nur Hidayah	Female
22	Padila Hayatunnopus	Female
23	Rizky Ramadhan	Male
24	Ruaida	Female
25	Savira Anggraini	Female
26	Sintia Auliana	Female
27	Siti Julianti	Female
28	Sofian Hadi	Male
29	Wahyudi	Male
30	Yola Sahifa	Female
31	Yunita Aulia Sabila	Female
32	Ziad Ammar Al-Farizi	Male
33	Fadel Muhammad	Male

Appendix 2
Lesson Plan for Cycle 1
RENCANA PELAKSAAN PEMBELAJARAN

Sekolah : SMPN 1 KEDIRI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi pokok : Greetings and Partings
Alokasi waktu : 60 Menit

A. Kompetensi Inti

- KI3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	3.1 Memahami fungsi sosial, struktur teks, dan unsure kebahasaan pada ungkapan sapaan dan pamitan dengan responnya sesuai dengan konteks penggunaannya.	3.1.1 Siswa dapat menjelaskan fungsi sosial teks ungkapan sapaan dan pamitan. 3.1.2 Siswa dapat menganalisis unsur kebahasaan ungkapan sapaan dan pamitan.

2.	4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan dan pamitan, dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Melengkapi teks percakapan yang melibatkan ungkapan sapaan dan pamitan. 4.1.2 Melakukan percakapan yang melibatkan ungkapan sapaan dan pamitan.
----	--	--

C. Tujuan Pembelajaran

- Siswa mampu menyapa guru dan teman menggunakan bahasa Inggris.
- Siswa mampu menjawab sapaan guru dan teman menggunakan bahasa Inggris.
- Siswa mampu menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang baik.
- Siswa mampu melakukan percakapan sederhana yang melibatkan ungkapan sapaan dan reponnya sesuai dengan konteksnya.
- Siswa mampu melakukan percakapan sederhana yang melibatkan ungkapan pamitan dan reponnya sesuai dengan konteksnya.

D. Materi Pembelajaran

Percakapan menggunakan sapaan dan pamitan dalam Bahasa Inggris.

1. Struktur Teks dari percakapan yang menggunakan ungkapan sapaan dan pamitan, yaitu:
 - a. Opening
 - b. Content/sustaining
 - c. Closing

Ungkapan sapaan:

GREETINGS

FORMAL GREETINGS	RESPONSES
Good morning	Hello
Good afternoon	Hello, good afternoon
Good evening	Good evening
Hello, how are you?	I'm fine thank you
How are you doing?	I am very well thank you

Informal Greetings	Responses
Hi, how's your life?	Terrific/ Great and you?
What's news?	Just fine, thanks
How's everything?	All right thanks
How's business?	Pretty well. What about you?
Good to see you?	Thanks

Ungkapan pamitan :

Leave taking	Responses
<ul style="list-style-type: none"> • Good bye. • See you tomorrow. • See you later. • See you next (week, day, month, etc.) • Sorry I have to go now. • I'll talk to you later. • It's been nice talking to you. • I think I must go now. • Let's hope we meet again soon. 	<ul style="list-style-type: none"> • Good bye/take care. • See you. • See you. • See you. • Never mind, see you. • Sure, see you later. • So long. • Bye. • See you.

Example:



Hadijah : Hii, Aisyah...
Aisyah : Haii, Hadijah, how are you?
Hadijah : Im fine, thank you, and you, how are you?
Aisyah : Im fine too, thank you!
Hadijah : Hmmmmmm, I miss you so much, it's good to see
you again.
Aisyah : I miss you too you know
Hug
Aisyah : Well hadijah, im so sorry but I must go now
Hadijah : Hmmmm really?
Aisyah : Hmm yes.
Hadijah : Hmmm okey then, don't forget to call me okay.
Aisyah : Of course, insyaAllah, see you later.
Hadijah : okey see you, bye!

E. Media dan Alat

1. Media

- Video Pembelajaran

2. Alat dan Bahan

- Laptop
- Proyektor
- Speaker

F. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka kelas dengan mengucapkan salam. 2. Guru menyuruh siswa memimpin doa bersama. 3. Guru menanyakan kabar dan mengecek presensi kehadiran 4. Guru mengajak siswa untuk melakukan ice breaking. 	5 Menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru mengajukan pertanyaan terkait materi greetings and parting. 2. Guru menjelaskan materi dan tujuan pembelajaran. 3. Guru membentuk kelompok yang terdiri dari 2 orang. 4. Guru membagikan teks dialog. 5. Peserta didik membaca dan memahami percakapan singkat yang diberikan oleh guru. 6. Peserta didik menonton dialog video tentang greetings and parting. 7. Guru mengamati kegiatan yang dilakukan siswa. 8. Secara berpasangan peserta didik mempraktikkan teks dialog tentang greetings and parting. 9. Guru memberikan apresiasi berupa pujian untuk kelompok yang telah 	35 Menit

	mempraktikkan percakapannya.	
Kegiatan penutup	<ol style="list-style-type: none"> 1. Guru bertanya bagaimana perasaan siswa setelah bekerja sama dan menampilkan hasil diskusi dengan kelompoknya. 2. Guru meminta siswa merefleksikan proses pembelajaran hari ini. 3. Guru menyampaikan pembelajaran yang akan datang. 4. Pembelajaran ditutup dengan doa. 	5 Menit

G. Penilaian

NAME	ASPECT	TOTAL SCORE
	Pronunciation	
	Fluency	
	Comprehensibility	
	Vocabulary	
	Grammar	

Kediri, 20 November 2023

Baiq Delima Azlin Diani
(200107111)

Appendix 3
Lesson Plan for Cycle 2
RENCANA PELAKSAAN PEMBELAJARAN

Sekolah : SMPN 1 KEDIRI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi pokok : Asking and giving direction
Alokasi waktu : 60 Menit

A. Kompetensi Inti

- KI3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	3.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi ungkapan untuk meminta dan memberi arah sesuai dengan konteks penggunaannya. 3.1.2 Menerapkan ungkapan untuk meminta dan

		<p>memberi arah dan lokasi dalam kehidupan sehari-hari.</p> <p>3.1.3 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi tentang petunjuk arah sesuai dengan konteks penggunaannya.</p>
--	--	--

C. Tujuan pembelajaran

1. Mengidentifikasi jenis-jenis ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat.
2. Menerapkan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari.
3. Menganalisis tanggapan/respon terhadap ekspresi untuk bertanya dan memberikan arah dengan tepat.
4. Mengkomunikasikan ungkapan meminta dan memberi petunjuk arah dengan pengucapan dan intonasi yang tepat sesuai konteks penggunaannya dengan lancar.

D. Materi Pembelajaran

Percakapan tentang asking and giving direction.

How to Ask for & Give Direction

Asking For Direction

- Where is...?
- How do I get to ...?
- How do you get to the ...?
- Where can I find the...?
- Is there...near here?
- How can I get to...from here?
- Can you show me the way to...?
- Can you tell me how to get to...?
- What's the best way to get to...?
- Can you give me directions to the...?
- Is there a... around here?
- What's the quickest way to get to...from here?
- What's the easiest way to get to the...from here?



Giving Directions

- Go+ direction (right/left/downup/through)
- Turn left/right
- Take the first (turning) to the left/right,
- Go past the restaurant/school...
- The...is beside/in front of/next to...the...
- The easiest way is to...
- The quickest way is to...
- The best way is to...
- Take + road name
- Stay on + road name for + distance or time
- It's on + street name...
- It's across from...
- It's opposite...
- It's near...



www.englishstudyonline.org

Example:

Asking for direction:

Toni : Excusme, can you tell me how to get to the shopping area from here?

Parcells : Sure, go straight down this street.

Toni : Okay

Parcells : Turn left at the second traffic light,

Toni : Okay, straight down this street and turn left at the second traffic

Parcells : You will see the police station on your left.

Toni : Okay, got it

Parcells : right next to the police station you will see a large blue building

Toni : Okay, a large blue building,

Parcells : That's blue note shopping center,

Toni : Thank you so much I really appreciate it.

Parcells : You're welcome.

E. Media, Alat dan Sumber Belajar

1. Media

- Gambar
- Video Pembelajaran

2. Alat dan Bahan

- Laptop
- Proyektor
- Speaker

F. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam.2. Guru menyuruh siswa memimpin doa bersama.3. Guru menanyakan kabar dan mengecek presensi kehadiran4. Guru mengajak siswa untuk melakukan ice breaking.	5 Menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru menjelaskan materi tentang asking and giving direction.2. Guru membagi kelompok yang beranggotakan 2 orang.3. Guru membagikan paper yang berisi dialogue (based on youtube)4. Peserta didik membaca dan memahami percakapan singkat.	35 Menit

	<ol style="list-style-type: none"> 5. Peserta didik menonton dialogue video yang telah disiapkan tentang giving and asking direction. 6. Guru mengamati kegiatan yang dilakukan siswa. 7. Siswa memiliki waktu 5 menit untuk berlatih bersama teman kelompok sebelum mempraktikkan dialog ke depan kelas. 8. Secara berpasangan peserta didik mempraktikkan contoh dialogue berdasarkan paper yang telah diberikan oleh guru. 9. Guru memberikan apresiasi berupa pujian untuk kelompok yang telah mempraktikkan percakapan. 	
Kegiatan penutup	<ol style="list-style-type: none"> 1. Guru bertanya bagaimana perasaan siswa setelah bekerja sama dan menampilkan hasil diskusi dengan kelompoknya. 2. Guru meminta siswa merefleksikan proses pembelajaran hari ini. 3. Guru menyampaikan 	5 Menit

	pembelajaran yang akan datang. 4. Pembelajaran ditutup dengan doa.	
--	---	--

G. Rubrik Penilaian Penilaian

NAME	ASPECT	TOTAL SCORE
	Pronunciation	
	Fluency	
	Comprehensibility	
	Vocabulary	
	Grammar	

Kediri, 15 November 2023

Perpustakaan UIN Mataram

(Baiq Delima Azlin Diani)

(200107111)

Appendix 4
The question for Pre-test and Posttest

PRE-TEST

A. Introduction

1. What is your name?
2. What is your hobby?
3. What is your dream?

B. Direction

1. Please tell me how to get to school from your house?

C. Giving Opinion

1. Do you think learning English is important? Why?

A. Introduction

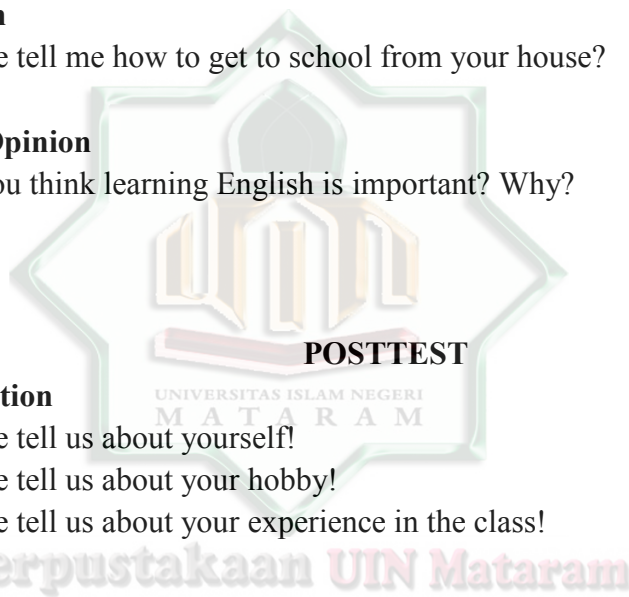
1. Please tell us about yourself!
2. Please tell us about your hobby!
3. Please tell us about your experience in the class!

B. Direction

1. Please tell me how to get to market from your house?

C. Giving Opinion

1. Do you think education is important? Why?



Appendix 5
Documentation







UNIVERSITAS ISLAM NEGERI
M A T A R A M





LEMBAR DISPOSISI

Rahasia Penting Rutin/Biasa

No. Agenda : 41
Tanggal : 15-11-2023
Tanggal Penyelesaian :

Perihal : Permohonan Rekomendasi penelitian
Nomor : 1025/Un12/TH/SP/PP/00.9/1/4/2023
Tanggal : 12-11-2023
Asal : Pemerintahan Provinsi NTB Badan Kebijakan Budgeta dan politik Dalam Negari

Instruksi/Informasi : Tolong dibantu Rumi dengan politik formal
Diteruskan kepada :
1. H. Achirman, Spd
2. H. Mulyadi, Spd
3.
4.
5.

Catatan : perpustakaan UIN Mataram



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
Email : bakesbangpoldagri@ntbprov.go.id Website : <http://bakesbangpoldagri.ntbprov.go.id>

M A T A R A M

kode pos 83125

REKOMENDASI PENELITIAN
NOMOR : 070/SJ/S / XI / R / BAKPDH / 2023

1. Dasar :

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
- b. Surat Dari Dekan Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram
Nomor : 1025/Un.12/FTK/SR/PP.00/9/11/2023
Tanggal : 10 November 2023
Perihal : Permohonan Rekomendasi Penelitian

2. Menimbang :

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada:

Nama : **BAIQ DELIMA AZLIN DIANI**
Alamat : Setayu Timur RT/RW.000/000 - Kel./Desa. Kediri Selatan Kec. Kediri Kab. Lombok Barat No. Identitas 5201145212019004 Hs Tlp. 08771607256
Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul : **THE USE OF DIALOGUE VIDEO TO IMPROVE SPEAKING SKILL AT THE 7TH GRADE OF SMPN 1 KEDIRU IN ACADEMIC YEAR 2023/2024**
Lokasi : SMPN 1 Kediri
Jumlah Peserta : 1 (Satu) Orang
Lamanya : November 2023 - Januari 2024
Status Penelitian : Baru

3. Hal-hal yang harus ditaati oleh Peneliti :

Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;

- a. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
- b. Peneliti harus mematuhi ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
- c. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 14 November 2023
An KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB



Tembusan disampaikan Kepada Yth:

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat,
2. Bupati Lombok Barat Cq. Ka. Kesbangpol Kab. Lombok Barat di Tempat,
3. Kepala Dinas Pendidikan dan Kebudayaan Kab. Lombok Barat di Tempat,
4. Kepala SMPN 1 Kediri Lombok Barat di Tempat,
5. Yang bersangkutan,
6. Arsip



**PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN RISET DAN INOVASI DAERAH**

Jalan Pnyas DANA 2 - Desa Lelend - Kecamatan Kediri - Kode pos 83162
Kabupaten Lombok Barat - Provinsi NTB, E-mail: brida@ntbprov.go.id Website : brida.ntbprov.go.id

SURAT IZIN

Nomor : 070 / 4471 / II - BRIDA / XI / 2023

**TENTANG
PENELITIAN**

- Dasar :
- Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
 - Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
 - Surat Dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram Nomor : 1025AJH.12 /FTK/SR/PP, 00.9/11/2023 Perihal : Pemohonan Izin Penelitian
 - Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070/2275/XI/RSB/PC/2023 , Perihal : Rekomendasi Izin Penelitian.

Kepada :

Nama : Baiq Delima Azlin Diani
NIK / NIM : *5201145212010004 / 2001029111
Instansi : Universitas Islam Negeri Mataram
Alamat/HP : Jln. TGH Abdul Hafidz Kediri Lombok Barat, NTB / 087716822256

Untuk :

Melakukan Penelitian dengan Judul : * The Use of Dialogue Video to Improve Speaking skill at 7th grade of SMPN 1 Kediri in academic year 2023/2024*

Lokasi

SMPN 1 Kediri

Waktu

November 2023 sampai Januari 2024

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai abelakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email : ibrida@ntbprov.go.id

Demikian surat izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat
Pada tanggal, 11/21/2023
an. Kepala Bida Provinsi NTB
Kepala Bidang Litbang Inovasi Dan Teknologi



LALU SURYADI, SP. MM
NIP. 19691231 199803 1 055

Tembusan: disampaikan kepada Yth:

- Gubernur NTB (Sebagai Laporan);
- Bupati Lombok Barat;
- Kepala Dinas Pendidikan Dan Kebudayaan Kab. Lombok Barat;
- Dekan Fakultas Tarbiyah Dan Keguruan UIN Mataram;
- SMPN 1 Kediri Lombok Barat;
- Yang bersangkutan;
- Asip.




UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No.3405/Un.12/Perpus/sertifikat/PC/12/2023

Sertifikat Ini Diberikan Kepada :

BAIQ DELIMA AZLIN DIANI
 200107111
 FTK/TBI
 Dengan Judul SKRIPSI

**THE USE OF DIALOGUE VIDEO TO IMPROVE SPEAKING SKILL AT 7TH GRADE OF SMPN 1
 KEDIRI IN ACADEMIC YEAR 2023/2024**

SKRIPSI tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 18 %
 Submission Date : 27/12/2023



UPT Perpustakaan
 UIN Mataram
 M. Hum
 197806282006042001

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UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No.3405/Un.12/Perpus/sertifikat/BP/12/2023

Sertifikat Ini Diberikan Kepada :

BAIQ DELIMA AZLIN DIANI
 200107111
 FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
 Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



UPT Perpustakaan
 UIN Mataram
 M. Hum
 197806282006042001

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
Jln. Pendidikan No. 35 Telp. (0370) 621298-625337 (Fax 625337) Mataram
Jln. Gajah Mada No. Telp. (0370) 620783-620784 (Fax 62784) Jempang- Mataram

KARTU KONSULTASI

Nama Mahasiswa : Baiq Delima Azlin Diani
NIM : 200107111
Pembimbing I : Soni Ariawan, M. Ed
Judul Skripsi : THE USE OF DIALOGUE VIDEO TO IMPROVE SPEAKING SKILL AT THE 7TH GRADE OF SMPN 1 KEDIRI IN ACADEMIC YEAR 2023/2024

No.	Tanggal	Materi Konsultasi	Paraf
1	20/07/2023	Intro to proposal template	f
2	1/08/2023	Background and Review	f
3	06/08/2023	Review of previous study	f
4	26/08/2023	Theoretical framework	f
5	01/09/2023	Research Method - Instrument	f
6	10/09/2023	Instrument	f
7	5/10/2023	Results - findings	f
8	24/10/2023	Review on data display	f
9	1/11/2023	Discussion - add reference	f
10	20/11/2023	Abstract and final review	f
11	08/12/2023	Grammarly and final check	f
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ABSTRACT

This research was conducted at SMPN 1 Kediri. Many students in junior high school face some problems in speaking. Students have a difficulty in producing English pronunciation and lack of confidence while speaking English. To improve students' speaking at SMPN 1 Kediri, dialogue video is used in this because it is very effective and attracts attention, and it is more fun because it does not make students feel bored. This research used Classroom Action Research where 33 students of 7th grade of SMPN 1 Kediri in the academic year 2023/2024 was selected as samples. This study uses observation and tests as instruments in data collection. The result of this study shows that the application of video dialogue can improve students' speaking skills. It can be seen from the increasing development in each cycle. The score of students before treatment was 61.81, the test result in cycle 1 was 68.03 and the result for cycle 2 was 87.87. Therefore, students' speaking skills increased, and they succeeded in applying the dialogue video. This study result indicates that using dialogue video are able to improve students' speaking skills.

Keyword: Speaking Skill, Dialogue Video