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## IMPROVING STUDENTS' SPEAKING SKILL USING VIDEO AT THE TENTH GRADE OF SMA NEGERI 1 MATAULI PANDAN

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### Abstract

The teaching of English as a Foreign Language (EFL) speaking is necessary for students to have basic skills of oral communication. Using teaching media in the teaching of EFL speaking might be beneficial to help students improve their speaking skills. Video can provide a comprehensive stimulus for education by providing both an aural and visual model of the target language. The aim of this research was to investigate the use of video as teaching media to improve the speaking skill of the fourth semester students of SMA Negeri 1 Matauli Pandan. In this classroom action research, the writer used three cycles where each cycle has four phases: planning, acting, observing, and reflecting. This research was a collaborative action research in which a collaborator assisted the researcher to collect the data using speaking scoring rubric, questionnaire and field notes. This research was conducted in two cycles focusing on the improvement of the students' speaking performance and their positive attitude to the implementation of the use of video as teaching media in the speaking class. After the implementation of the use of video as teaching media in the speaking class for three cycles, it revealed that the use of video could improve the students' speaking performance and give them positive attitude to the implementation activities. At the pre-cycle the average score is 50.33, at the first cycle is 56.33, at the second cycle is 65.67, and at the third cycle is 77.67. The findings showed that the average score of the students' speaking performance could get some enhancement. Based on the findings, it is concluded that the use of video as teaching media can be one of the solutions to improve not only the students' speaking skills but also the their positive attitude in the teaching of speaking.

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**Keyword:** Speaking skill, video, classroom action research

### 1. Introduction

There are four skills such as listening, speaking, reading and writing that are taught in English. Speaking is essential because human beings and speaking are inextricably linked. Speaking is how they convey their ideas and interact with those in the civilised world (Sharma, 2018). With speaking people know everything about the language, no matter how well or bad the speaker produces the language. Atmi & Pharhyuna (2018) said speaking is an oral

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communication in which information is transferred between the speaker and the listener in real time.

In senior high school speaking should be learnt and should be practiced in the classroom. The students must try to speak in English lesson to make them to communicate in English. Many English language teachers meet with difficulties to teach their students to speak in the classroom, this is because teacher did not have good media and can't create fun when they teach students. Certainly it makes students lazy and feel afraid to make mistake, lack of vocabulary, do not care and do not pay attention when the teacher explains the lesson. So the teachers try to find the solution to improve students speaking ability.

In the future they will be able to communicate effectively based on their need of the social context among different people and different situation. In teaching English, the teacher must try to find several ways such as using media that to make their student to speak fluently. So teacher can use media such as video in teaching speaking. There are a few reasons for using video chat in speaking instruction. First, students will find the audio-visuals in video conversations engaging. Second, it gives real-world content with appropriate vocabulary and pronunciation for students to practise. Third, a video discussion presents the listener with the appropriate conversational context and the speaker's appropriate body language (Aipudin, 2018). Using video teacher can create fun and enjoy situation to improve students speaking ability. Beside that student can find new idea and vocabulary after watching the video. From the problem above, I think it is hard for the teacher to teach English well. Therefore, it is needed to use an effective and innovative medium to motivate the students speaking abilities by using video. Teachers argue that watching video is an enjoyable activity to make the students to improve their speaking ability at senior high school.

The use of media by the teacher during the teaching and learning process facilitates the lesson. The media can uplift students' spirits while they are studying and bring them delight. Additionally, it can assist pupils in applying their information and reviving the lesson. 5 Media is one of the printed or audiovisual modes of communication. As a result, material can be read, heard, and viewed. Movies are one of the many different types of media. A movie is an example of an audio-visual medium because it allows us to both see and hear the images. For a variety of reasons, students greatly love watching films and television. They are exposed to natural language in a safe environment, for starters. Second, films and videos give students from all

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over the world a shared language. Due to this, the researcher used films as a teaching and learning tool in the hopes that they would inspire students and help them talk more descriptively.

In this research, the researcher conducted classroom action research by the title: Improving Student's Speaking Skill Using Video at the Tenth Grade of SMA Negeri 1 Matauli Pandan. Considering the problems above, the study is oriented towards the following purposes:

1. To find out whether watching by English video is able to improve the students' speaking skill on descriptive text.
2. To find out the efficiency of watching English video to improve the students' speaking skill on descriptive text.

There are three relevant previous researches related to this study. Winarto (2006), a student at the faculty of language and art at Semarang State University, conducted the first study, which was titled "Teaching Vocabulary Using the Film "Dora the Explorer,". The 4th graders at Christian Elementary School participated in an action research project, and it was successful since the pupils could memorise and imitate the words from the movie they had just seen. This outcome inspired the author to conduct further research using the same media in order to enhance students' abilities, particularly those related to narrative speaking. The data collections of this research are through test and interview.

The difference between this research and the writer's is in participant. Winarto's research was conducted with 4<sup>th</sup> grade students of Christian Elementary school, while the writer's research is in the eleventh grade students of SMAN 1 Matauli Pandan in the academic year of 2018/2019. Moreover, the focus is also different; Winarto's research is on vocabulary while the writer's is on descriptive speaking.

A study by Haryanti (2008), a student from faculty of language and art education in IKIP PGRI Semarang, 2008. Her thesis is about improving students' speaking skill using "English and me" CD: a case of fifth year students of SD 1 Berangkep, Wonosobo. The study's findings demonstrated that using the "English and me" CD as a teaching tool can help students increase their speaking abilities and inspire them to learn the language. The research approach, data collection technique, and study emphasis are all areas where the author's work and that of Haryanti's are similar. They both concentrate on speaking and class action research, and they

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both use tests and observations as data collection techniques. The participants (students in elementary school and junior high school) and data analysis methodology differ, as do the teaching-learning approaches.

The last one is a study by Rezeki (2019) with the thesis entitled “Improving Students’ Speaking Ability Through Video Clips at SMP Karya Bunda in The Academic Year 2018/2019” shows that video clips could improve the students’ speaking ability. That result was strengthened by the observation and interview results, which showed that students were more active in the class and enjoyed the learning process. They were also active in the learning process.

From the explanation of related previous researches, so that the writer is interested to formulate her Classroom Action Research under the title “Improving Student’s Speaking Skill Using Video (An Classroom Action Research at The Tenth Grade of SMA Negeri 1 Matauli Pandan in The Academic Year of 2018/2019)” since this thesis is quite different with the others as mentioned above. The result of this thesis is expected to give new perception toward the advantages of using video as media to improve students’ speaking especially in descriptive genre.

## **2. Method**

The research was held in SMAN 1 Matauli Pandan. It is located in Jl. Ki Hajar Dewantara no 1 Pandan, Tapanuli Tengah Regency. The research was conducted for 2 months started from March to April 2019. The subject of this research was the X IPA 5 students of SMA Negeri 1 Matauli Pandan in the academic year of 2018/2019. The students in this class, had a better learning ability than the other classes as stated by the teacher. They can understand the lesson easily and it is not so difficult to control them. Having an ideal number of students 30, this class consists of 15 male and 15 female students with an average speaking skill in grade of tenth.

The data in this study were collected using two types of instrument; non-test and test. Technique of collecting data in this research were using document, questionnaire, interview, observation, note and diaries, and test. The test instrument is used to collect the data of students' speaking skill. It has been done in terms of pre-test, test 1, test 2, and post-test. The tests have been done in the form of individual written test (formative assessment). It means that the test was done after one topic discussion.

In scoring technique, the writer measured five elements of speaking; they are pronunciation, vocabulary, structure, fluency and content. Test is used to measure the student's competence and to achieve the objective. The data was collected by giving speaking test which was conducted twice, they are pre-test and post-test.

Table 1. Aspect of Student Score

No.	Categories	Score	Description
1	Pronunciation	1	Incomprehensible or no response
		2	Many phonetic errors: very difficult to perceive meaning
		3	Occasional phonemic errors, but generally comprehensible
		4	Phonemically accurate pronunciation throughout
2	Vocabulary	1	Vocabulary inaccurate throughout or no response
		2	Vocabulary usually inaccurate, escape for occasional correct word
		3	Minor lexical problems, but vocabulary generally appropriate
		4	Consistently use appropriate words during presentation
3	Structure	1	Virtually no correct structure or no response
		2	Error of basic structure, but some phrase rendered correctly
		3	Generally accurate structure, occasional slight error
		4	No error of morphology or syntax
4	Fluency	1	Long pauses, utterances left unfinished, or no response
		2	Some definite stumbling, but manages to rephrase and continue
		3	Speech is generally natural and continues occasional slight stumbling or pauses at unnatural points in utterance
		4	Speech is natural and continuous; any pauses correspond to those which might be made by a native speaker
5	Content	1	Incomprehensible
		2	Some definite stumbling, but manages to rephrases and continue
		3	Speech can be understood generally
		4	Totally comprehensible

These criteria were chosen by the writer because they are suitable for evaluating speaking skills. Then, to provide the student's overall score, the writer will use the formula below:

$$\text{Score of each student} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

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Meanwhile, to figure out students's average score, the writer will use the formula below:

$$\text{Students' average score} = \frac{\text{Total Score}}{\text{Number of Students}}$$

The presence of this research's achievement indicator contributed to determine its own success criteria. Moreover, this indicator was prepared to be fulfilled in the implementation of research inform of lesson plan in every cycle; the indicators of this research can be described as follow:

1. Students are able to identify the generic structure of narrative.
2. Students can identify the language features of narrative.
3. Students are able to perform short simple narrative monologue.

### **3. Result and Discussion**

#### **3.1 Pre-cycle Analysis**

Before the researcher applied the first cycle, she conducted the pre-cycle steps at X graders students of SMAN 1 Matauli Pandan. The pre-cycle was conducted on March, 2<sup>rd</sup> and 5<sup>th</sup> 2019. In this pre -cycle, the researcher focused on problem identification of students' ability on student's speaking skill. Briefly, in the first, researcher discussed with English teacher of X IPA 5 class of SMAN 1 Matauli Pandan about the students' speaking skill in the classroom. The result showed that some students felt difficult to perform a speaking skill in front of the classroom. They tenth to be shy, lack of confidence and not knowing how to start speaking. Moreover, the students tent to be bored with the way the teacher taught them.

They needed a fresh stimulus to organise their idea, which they subsequently performed voluntarily in front of the class. The researcher invited each student to demonstrate their speaking ability in front of the class as part of the execution of action. Some of them were uncertain and unconfident about their capacity to deliver a speaking skill using video in front of their companion, despite this. The teacher had given them a free topic, such as My Cat, My Mom, My Classmate, etc., but they were still unable to practise it. As a result, their scores were also not as good as expected. The following table shows the students' results in the pre-cycle step.

Table 2. Student's Score in Pre-Cycle

No	Code	Scoring Criteria				Total	Score
		Pronunciation	Vocabulary	Grammar	Fluently		
1	1	2	1	2	2	7	35
2	2	2	2	3	1	8	40
3	3	3	2	2	1	8	40
4	4	3	2	3	3	11	55
5	5	2	2	4	4	12	60
6	6	3	2	3	2	10	50
7	7	2	2	4	5	13	65
8	8	1	2	2	1	6	30
9	9	4	3	3	4	14	70
10	10	2	2	2	3	9	45
11	11	2	3	2	1	8	40
12	12	3	2	4	3	12	60
13	13	2	2	3	3	10	50
14	14	1	2	2	2	9	45
15	15	2	3	3	2	10	50
16	16	3	2	4	4	13	65
17	17	1	4	2	2	9	45
18	18	2	2	3	3	10	50
19	19	3	2	3	2	10	50
20	20	3	4	3	2	12	60
21	21	2	3	4	3	12	60
22	22	1	2	2	2	7	35
23	23	2	2	4	3	11	55
24	24	2	2	4	2	10	50
25	25	2	2	3	3	10	50
26	26	3	2	3	2	10	50
27	27	2	2	2	4	10	50
28	28	2	2	3	2	9	45
29	29	4	3	3	4	14	70
30	30	3	2	2	1	8	40
Minimum		1	1	2	1	6	30
Maximum		4	4	4	5	14	70
<b>Total</b>		<b>69</b>	<b>68</b>	<b>87</b>	<b>76</b>	<b>302</b>	<b>1510</b>
<b>Average</b>		<b>2,3</b>	<b>2,27</b>	<b>2,9</b>	<b>2,5</b>	<b>50,33</b>	<b>50,33</b>

According to the above information, student speaking abilities were not good in the pre-cycle results. Because they had already completed a worksheet that the teacher had given them, the students lacked enthusiasm. The teacher's task was not completed in its entirety since several students were uninterested in it.

Based on the phenomenon above, the research believed that students' ability to perform a speaking skill in front of the classroom still low and must be improved by varying teaching

method using the new media. In this case the researcher used video as media to improve students' speaking skill.

### 3.2 First Cycle Analysis

The first cycle was conducted on March, 9<sup>th</sup> and 11<sup>th</sup> 2019 and followed by 30 students, 15 boys and 15 girls. Researcher started to use video as media to improve speaking skill of students. The students result performances in the first cycle can be seen as follow:

Table 3. Student's Score in First Cycle

No	Code	Scoring Criteria				Total	Score
		Pronunciation	Vocabulary	Grammar	Fluently		
1	1	2	2	3	2	9	45
2	2	3	2	3	3	11	55
3	3	3	2	3	2	10	50
4	4	3	4	4	3	14	70
5	5	3	3	4	4	14	70
6	6	3	2	3	2	10	50
7	7	3	2	4	5	14	70
8	8	3	2	2	2	9	45
9	9	3	3	3	4	13	65
10	10	2	2	2	4	10	50
11	11	2	3	2	3	10	50
12	12	3	2	4	3	12	60
13	13	2	2	3	3	10	50
14	14	3	2	2	2	11	55
15	15	2	3	3	3	11	55
16	16	3	2	4	4	13	65
17	17	2	4	2	2	10	50
18	18	3	2	3	3	11	55
19	19	3	2	3	2	10	50
20	20	3	4	3	2	12	60
21	21	2	3	4	3	12	60
22	22	3	2	2	3	10	50
23	23	2	4	4	3	13	65
24	24	2	2	4	4	12	60
25	25	2	2	3	3	10	50
26	26	3	2	3	4	12	60
27	27	2	2	2	4	10	50
28	28	3	3	3	2	11	55
29	29	4	3	3	4	14	70
30	30	3	2	2	3	10	50
	Minimum	2	2	2	2	9	45
	Maximum	4	4	4	5	14	70
	<b>Total</b>	<b>81</b>	<b>77</b>	<b>93</b>	<b>95</b>	<b>338</b>	<b>1690</b>
	<b>Average</b>	<b>2,7</b>	<b>2,56</b>	<b>3,1</b>	<b>3,16</b>	<b>56,33</b>	<b>56,33</b>

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Based on the previous data, the researcher might conclude that the pupils' speaking abilities were superior to those of the pre-cycle. The fact that they learned through video they had never seen before excited the students. Some students found the video to be interesting, and the entire worksheet may be completed in total. The students attempted to demonstrate the speaking skill based on the worksheet they had completed in front of the class as they had done in the pre-cycle after seeing the movie as scheduled. In order to determine the students' improvement following treatment with the film, the researcher randomly assigned each round. Some students made progress as a result, unlike in the pre-cycle. They became more active and their confidences to speak were better than before. They were more eager to speak even though some of them still speechless but slowly the others started to speak as well. In this first cycle the writer spent more than two hours two motivated students in order to show their speaking ability in front of their friend.

The students' speaking practise was the cause of the class's excessive noise. The researcher was really happy about the circumstance because she had never anticipated the pupils' level of enthusiasm. The kids spoke in front of their friends one at a time as the researcher recorded everything. While the teacher invited them to have a pair talk about the subject as a practise before performing in front of the class, some of the students chose not to come up to the front.

After conducting first cycle, as a reflection, the researcher thought that she still needed to manage the time as good as possible because in this cycle, the researcher ran out of time. Moreover, the researcher also needed to motivate students' that they could be better to perform the speaking skill than this one. Based on the result above, there were progress than the pre cycle, and the researcher decided to conduct the next cycle in order to improve the students' ability to be better than the first cycle because there were some students that still speechless and shy to speak in front of the classroom.

### **3.2 Second Cycle Analysis**

The second cycle was conducted on March,23th and 26th 2019 and followed by 30 students, 15 boys and 15 girls. Researcher used different videos as media to improve students' speaking skill. The students result performances in the second cycle can be seen as follow:

Table 4. Student's Score in Second Cycle

No	Code	Scoring Criteria				Total	Score
		Pronunciation	Vocabulary	Grammar	Fluently		
1	1	4	5	3	4	16	80
2	2	3	4	4	4	15	75
3	3	4	5	3	4	16	80
4	4	3	4	4	3	14	70
5	5	3	3	4	4	14	70
6	6	4	4	3	2	13	65
7	7	3	2	4	5	14	70
8	8	3	3	3	3	12	60
9	9	3	3	4	4	14	70
10	10	3	4	4	4	15	75
11	11	3	3	3	3	12	60
12	12	3	2	4	3	12	60
13	13	5	5	3	3	16	80
14	14	3	3	4	5	15	75
15	15	4	3	3	4	14	70
16	16	3	2	4	4	13	65
17	17	3	4	2	2	11	55
18	18	3	2	3	3	11	55
19	19	3	2	3	3	11	55
20	20	3	4	3	2	12	60
21	21	2	4	4	5	15	75
22	22	3	4	2	3	12	60
23	23	2	4	4	3	13	65
24	24	2	2	4	4	12	60
25	25	3	2	3	4	12	60
26	26	3	2	3	4	12	60
27	27	2	2	3	4	11	55
28	28	3	3	3	2	11	55
29	29	4	3	3	4	14	70
30	30	3	3	2	4	12	60
	Minimum	2	2	2	2	11	55
	Maximum	5	5	4	5	16	80
	<b>Total</b>	<b>93</b>	<b>96</b>	<b>99</b>	<b>106</b>	<b>394</b>	<b>1970</b>
	<b>Average</b>	<b>3,1</b>	<b>3,2</b>	<b>3,3</b>	<b>3,53</b>	<b>65,67</b>	<b>65,67</b>

Based on the data above, if the researcher compared it with the first cycle result, the students' speaking ability increased. Even though they are still guided by the guideline, the guideline for the second cycle is different from the first one. This is more general, so the students' had to expand their ideas more than in the first cycle. After watching the video, as in the first cycle, the students' perform descriptive speaking again but with a different format. In this cycle, the speaking activities were like discussions because the researcher gave the students' some

questions related to the video they watched in order to improve their fluency when speaking with others. Some students still faced difficulties with the researcher's vocabulary choice, but the researcher always tried to enable them to understand what the researcher said. There were six turns in this cycle; each turn consisted of seven students in a circle, and then they spoke with the teacher about the video they watched in the format of a narrative.

As a reflection, the students' narrative was much better than the first cycle. They were also more confident performing a narrative in front of the classroom because they had guidelines to help them arrange their ideas. Even though the researcher still found some students speechless, this cycle was better than before. The teacher has to be more patient to guide her students in order to improve their speaking skills because a young learner will improve their confidence if they practise every time.

### 3.3 Third Cycle Analysis

The third cycle was conducted on April 6th and 9th, 2019 and followed by 30 students, 15 boys and 15 girls. The researcher used different videos as media to improve students' descriptive speaking. The students results in the second cycle can be seen as follows:

Table 5. Student's Score in Third Cycle

No	Code	Scoring Criteria				Total	Score
		Pronunciation	Vocabulary	Grammar	Fluently		
1	1	5	5	3	4	17	85
2	2	4	4	4	4	16	80
3	3	4	5	3	4	16	80
4	4	5	4	4	5	16	80
5	5	4	3	4	4	15	75
6	6	4	4	5	3	16	80
7	7	3	2	4	5	14	70
8	8	5	3	5	3	16	80
9	9	3	4	5	5	17	85
10	10	3	4	4	4	15	75
11	11	4	4	5	5	18	90
12	12	3	4	4	5	16	80
13	13	5	5	3	3	16	80
14	14	3	3	4	5	15	75
15	15	4	5	5	4	18	90
16	16	3	5	4	5	17	85
17	17	3	4	4	3	14	70
18	18	3	4	3	4	14	70
19	19	5	5	3	4	17	85

20	20	4	4	3	5	16	80
21	21	4	4	4	5	17	85
22	22	5	4	3	3	15	75
23	23	3	4	4	3	14	70
24	24	4	3	4	4	15	75
25	25	3	4	3	4	14	70
26	26	3	4	4	4	15	75
27	27	3	4	3	4	14	70
28	28	4	3	3	4	14	70
29	29	4	3	4	4	15	75
30	30	3	3	4	4	14	70
Minimum		3	3	3	3	14	70
Maximum		5	5	4	5	18	90
<b>Total</b>		<b>113</b>	<b>117</b>	<b>115</b>	<b>123</b>	<b>466</b>	<b>2330</b>
<b>Average</b>		<b>3,7</b>	<b>3,9</b>	<b>3,83</b>	<b>4,1</b>	<b>77,67</b>	<b>77,67</b>

Based on the data above, if the researcher compared it with the second cycle result, the students' speaking ability increased. Even though they are still guided by the guideline, the guideline for the third cycle is different from the second one. This is more general, so the students' had to expand their ideas more than in the second cycle. After watching the video, in the second cycle, the students perform descriptive speaking again but with a different format. In this cycle, the speaking activities were like discussions because the researcher gave the students' some questions related to the video they watched in order to improve their fluency when speaking with others. Some students' still faced difficulties with the researcher's vocabulary choice, but the researcher always tried to enable them to understand what the researcher said.

As a reflection, the students' narrative was much better than the second cycle. They also felt more confident to perform a descriptive speech in front of the classroom because they had guidelines to help them arrange their ideas. Even though the researcher still found some students speechless, this cycle was better than before. The teacher has to be more patient to guide her students in order to improve their speaking skills because a young learner will improve their confidence if they practise every time. The following is the students' progress in the third cycle.

Table 6. Students' progress of the third cycle

<b>Average score of the pre-cycle</b>	<b>Average score of the first cycle</b>	<b>Average score of the second cycle</b>	<b>Average score of the third cycle</b>
50,33	56,33	65,67	77,67

From the analysis above, the researcher concludes that video can build students' confidence and ability to perform the speaking skill. The students' overall progress from the first until the second cycle showed that the students' speaking skills can be improved by using video. In the pre-cycle, the students' average score was 50,33. It can be said that the students were still too weak to speak about narrative in front of the classroom. So that it had to be improved, in this case, the use of videos as media to improve students' ability in speaking skills was used in the cycles, whether 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>.

In the first cycle, the students' average score was 56. It means that there is progress in using videos as media to improve students' speaking skills, as explained in the cycle analysis. The presence of videos could overcome students' difficulties in performing the speaking skill. Even though it is still in the first cycle, it showed that there are some advantages to using videos to teach descriptive speaking: students will be more enthusiastic towards the material given, and they will have the courage to speak in front of the classroom.

In the second cycle, the students' average score was 65.67. It could be seen that there is progress again in using videos to teach. By using a different format, like discussion, the researcher was able to improve the students' speaking ability because it became easier for them to express what they were going to say based on the researcher's question. In this cycle, the students had to be more active when speaking because they had to answer the teacher's questions.

In the third cycle, the students' average score was 77.67. It could be seen that there is progress again in using videos to teach. By using a different format, like discussion, the researcher was able to improve the students' speaking ability because it became easier for them to express what they were going to say based on the researcher's question. In this cycle, the students had to be more active when speaking because they had to answer the teacher's questions.

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The presence of videos as media to improve students speaking skills has made significant progress towards their ability. Since they were never taught by using videos, the presence of this research also gave the students a new perspective in that they could also relate the material to their hobbies, like video games or music.

This study found similar results as some past research Mandasari (2014) and Silva (2013) the research findings showed that the use of video clips as the teaching medium, combined with the use of speaking activities and classroom English, was proven to be effective in improving the students' speaking skills. It could draw students' attention and increase their learning motivation. The students could have a better understanding of the use of English in real-life situations since they got appropriate models of English through the native speakers' talks. They also had adequate opportunities to practise speaking in order to speak fluently and confidently.

This opinion is reinforced by research by Usmaniar et al., (2015) and Puspitasari (2019) showing that using English in video conversation improves the speaking ability of students. From the expressions used in the video clips, the students could pronounce words correctly and learn new vocabulary. They could perform confidently, more bravely, and without being nervous during the speaking process. Moreover, their motivation and enthusiasm for English learning also improved. Video YouTube could be a good material to incorporate English lessons and can also help with understanding the lesson. It found that the use of YouTube can play a vital role in helping pupils understand their English lessons, improve their performance, and advance their understanding of English (Almurashi, 2016).

#### **4. Conclusion**

After conducting the research in X IPA 5 class, the writer concluded that the use of video as media can improve speaking skill of student. This matter can look at from the enhancement of students speaking skill at each cycle that embrace pronunciation, grammar, vocabulary, and fluently. At the pre-cycle, the average score is 50,33. At the first cycle, the average score got a little enhancement from 50,33 to 56,33. At second cycle, the average score also got an enhancement from 56,33 to 65,67. And at the third cycle, the average score got better enhancement from 65,67 to 77,67.

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