

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents about: the factors causing low speaking skill in the class, the steps of the use video in teaching speaking on the seventh grade at MTs As'adiyah Kraton, and discussion.

#### 4.1 The Factors Causing Low Speaking Skill in the Class

The researcher was conducted Interview by the English teacher of MTs As'adiyah to know the factors causing low speaking students, they are:

- Students got less time to practice their speaking skill because listening have done to much.
- Teaching techniques used (Song, pictures) did not activate students' motivation.
- Students were not able to apply information routine in terms of giving justification.
- Students did not have curiosity and this did not stimulate them in speaking activity since there were not any video presentations.
- Students bad learning attitude such as looked out the window, chatted with another student, sat in inappropriate way showed that they.

#### 4.2 The Steps of the Use Video in Teaching Speaking

The steps of the use video in teaching speaking, each part is described in lesson plan as follows:

#### 4.2.1 The Lesson Plan

Before teaching the material in the classroom, the researcher made the lesson plan in order to make the teaching and learning process can be run well.

The lesson plan consists of:

- (1) The title of lesson plan: the school, the subject, the class, the semester, the competence standard, the basic competence, the time of the lesson, and the time of the meeting.
- (2) The instructional goals: the students can be able to speak with right and good pronunciation.
- (3) The teaching and learning process was divided into three parts. There are pre activity, whilst activity and post activity
- (4) The sources were taken from the video about pet animals (cat and rabbit)
- (5) The evaluation are :
  1. The king of test : Describe of the pet animals
  2. Instrument : The interesting video about pet animals

#### 4.2.2 The Planning of the Action

Based on explain researcher in the statement of the problem in chapter 1 that the researcher aimed to make light of speaking by using video. The researcher was planned to be carry out in 2 meetings (90 minutes each) because there some reason as follows: the first was the limited time of observation and the second was

limited financial to conduct the observation. Planning two meetings for this research could be making light of speaking by using video.

The general description of the planned action was as follows, for the first, the researcher would use video about the pet animals. In addition, the last meeting the researcher used describing the pet animals to find main idea in each pet animal. On constricting the plan of the action, to make the classroom activity run well, the researcher design lesson plan in order to know the effective of teaching speaking by using video. The description of the lesson plans are:

**Table 4.1**  
**Teaching activities, meeting I**

Learning Process	Teaching Activities	Time
Pre activity	(1) Greetings (2) The teacher check the students attendance (3) The teacher prepares the materials, LCD, speaker and laptop to teach (4) The teacher explains about materials (5) The teacher start with brainstorming and asked about pet animals	15 minutes

Whilst activity	<p>(6) Teacher leads the students into the lesson by telling about a pet animal.</p> <p>(7) Teacher asks students about their pet animals.</p> <ol style="list-style-type: none"> <li>a. What does your pet look like?</li> <li>b. What do its eyes look like?</li> <li>c. What is its color?</li> <li>d. Do you like to play with your pet?</li> <li>e. Would you maintain some a pet in your house?</li> </ol> <p>(8) The teacher shows video in the slide of LCD and gives an examples about pet animals</p> <p>(9) The students watched video about pet animals</p> <p>(10) The teacher explain the video and give some exercise (describing a pet animals)</p> <p>(11) The students repeat the dialog on video together lead</p>	65 minutes

	<p>by teacher.</p> <p>(12) The students makes a concept about pet animals before described in front of class</p> <p>(13) After finishing the test, the teacher check the correct pronunciation</p> <p>(14) Give comment to the students</p>	
Post activity	<p>(15) Review the material</p> <p>(16) Gives the students time to ask about the material that do not understand</p> <p>(17) The teacher gives assignment for describing concept to the next meeting</p>	10 minutes

**Table 4.2**  
**Teaching activities, meeting II**

Learning Process	Teaching Activities	Time
------------------	---------------------	------

Pre activity	<ol style="list-style-type: none"> <li>(1) Greeting</li> <li>(2) The teacher check the attendance list of the students</li> <li>(3) The teacher asks the material that have studied</li> <li>(4) The teacher continue the material.</li> </ol>	15 minutes
Whilst activity	<ol style="list-style-type: none"> <li>(1) The teacher shows the video again that have studied in the previous study</li> <li>(2) The students see the video ethically.</li> <li>(3) The teacher asks them to prepare to make describing a pet animal that they like.</li> <li>(4) The students make outline before practicing in the forward</li> <li>(5) The teacher ask them to present the video they like</li> <li>(6) The students describe of a pet animal they like</li> <li>(7) After that the teacher asks one by one present</li> </ol>	65 minutes

	<p>(8) The student comes forward present they like while pointing the video in the slide</p> <p>(9) The teacher gives score</p>	
Post activity	<p>(1) The teacher gives reward to the best presenter</p> <p>(2) The teacher gives motivation to practice more</p> <p>(3) Reflection</p>	10 minutes

(See the lesson plan in appendix)

### 4.3 Discussion

Teaching speaking to the students needs innovation and creation to motivate them while learning speaking. One way that can be used by the teacher is by using media especially video. The advantages of teaching speaking by using video are to create enjoy and fun atmosphere in teaching learning process. These media are really useful and helpful for the students. Besides, video are also used to motivate the students in learning English. Teaching speaking by using video is used to give variety in explaining material. Like Stempleski (1987:99) that said video can be used in a variety of instructional setting such as in classroom and in self study and evaluation situation. Also Stempleski (1987:100) said the importance of using video as media language as follows: (1) to motivate students

to learn. (2) Providing authentic look. (3) Facilitations better comprehension of the intended message. Using video in teaching speaking also makes the students get a chance to describe what they see in the video. Every person will have different to describe same video. It will motivate them to have an opportunity to tell what they see about the video. From all the describing, the teacher can make the students want to describe about what they see in that video. Furthermore, the students will learn how to speak English in correct grammar, to use a lot of vocabulary and to tell fluently. By using video, the students can improve their speaking skill because they can tell what they have seen in the video.