THE USE OF TEENS REACT VIDEO TO IMPROVE STUDENTS' SPEAKING ABILITY

Aprilia Harrysma Dewi

English Education, Faculty of Language and Arts, State University of Surabaya

11020084040.aprilia@gmail.com

Theresia Kumalarini

English Education, Faculty of Language and Arts, State University of Surabaya

Abstrak

Skripsi ini membahas tentang perbedaan antara kemampuan berbicara murid yang diajar dengan menggunakan "teens react" video dengan yang tidak. Skripsi ini ditulis untuk menjawab pertanyaan: Apakah ada perbedaan yang signifikan antara kemampuan berbicara murid yang diajar dengan menggunakan "teens react" video dengan yang tidak? Bahasa Inggris adalah bahasa yang sangat penting di dunia. Ada tiga kegunaan bahasa inggris, yaitu Bahasa Inggris sebagai bahasa asli, Bahsa Inggris sebagai bahasa kedua, dan Bahasa Inggris sebagai bahasa asing. Di Indonesia sendiri, para guru masih mendominasi kelas berbicara Bahasa Inggris. Ini menjadikan murid tidak punya kesempatan untuk mengembangkan ide dan pemikiran mereka dalam bebrbicara maupun menulis. Berdasarkan fakta itu, video adalah salah satu media yang penting digunakan dalam proses belajar mengajar. Salah satunya adalah "teens react" video yang dapat digunakan untuk belajar karena didalamnya terdapat topik-topik yang menarik sesuai usia murid. Penelitian ini menggunakan penelitian kuantitatif dengan pendekatan kuantitatif. Peneliti menggunakan kelompok populasi acak. Ada empat data yang diperlukan; pre-test, post-test, standar deviasi, dan skor berbicara siswa. Untuk menganalisa validasi, peneliti membandingkan antara jenis tes dangan rencana pelaksanaan pembelajaran. Untuk menganalisa reliabilitas, peneliti membandingkannya dari dua penguji. Dari analisa yang diperoleh, hasilnya menunjukkan bahwa di akhir post-test; (1) mempunyai validasi yang tinggi karena diambil berdasarkan RPP, (2) mempunyai kelayakan reliabilitas karena terdapat perbedaan yang signifikan, (3) mempunyai tingkat kesulitan yang rendah karena digunakan untuk murid SMP dan peneliti menggunakan topik yang sesuai untuk murid SMP.

Kata Kunci: *kemampuan berbicara, mengajar berbicara, video, teens react video*

Abstract

This thesis discusses about the significant difference of students' ability in speaking that taught using teens react video and who have not. This thesis is conducted to answer the following research questions: Is there any significant difference in speaking ability between the students who have been taught speaking using "teens react" video and those who have not? English is one of the most important languages in the world. There are three uses of English, English as a native, as a second, and as a foreign language. In indonesia, the teachers still dominate the classroom. It makes the students unable to explore their ideas both in speaking and writing. In fact, video is a media that can be utilized in teaching and learning process. Teens react video is one of appropriate video because it has an interesting topic to discuss. This research under the quantitative approach and the sample of which was taken using cluster random sampling. There were four data needed; pre-test, post-test, standard

deviation, and students' scores in speaking. To analyze the content validity, the researcher compared the test items with the curriculum content. The researcher tried to compare the scores from two raters to analyze the reliability. The result showed that the post-test; (1) has high content validity because the test covers from the teacher's curriculum content, (2) has moderate reliability because it has significant difference, (3) has low level for index of difficulty.

Keyword: *speaking ability, teaching speaking, video, teens react video*

INTRODUCTION

English is a universal language that be used for communication in most countries in the world. There are three uses of English. English as a native language, English as a second language, and English as a foreign language. In Indonesia, we use English as a foreign language.

Nowadays in Indonesia, the English education keeps achievement. There are many renewals to improve the quality of English education. Therefore, it is necessary to find the new achievement both in curriculum and in the learning process. Education is very important to increase the human resources, especially in English teaching and learning process. It is stated by Madya (2002), that layman's observation has indicated that secondary school leavers who have learned this language for   years since most of Indonesian students start to learn English at the age of 7-12, with almost 900 hours of school teaching, are unable to use this language especially for communication purpose or speaking. The main cause is in Indonesia the teachers still dominate the classroom. The teachers play most of the important roles in class. The students only listen to the teacher's explanation, do the tasks and submit the works. It makes the students have no opportunity to explore their ideas both in speaking and in writing.

Therefore, in formal a environment both the teachers and the students have to interact with each other to make a communication.

Four language skills are taught in teaching English. They are listening, speaking, reading, and writing. Teaching English is not as simple as thought because English is a foreign language in Indonesia. English is rarely used, so English teacher should be connected the appropriate method and media with students' understanding.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 2002). The students especially in English class always need communication to express their idea to do everything. Nowadays, most of the students find difficulties in speaking. It is because the students get bored with the usual activities and have difficulties to explore or find out their idea to support their argument when they are in a speaking activity.

In other words, speaking is a fundamental and instrumental act (Herbert, 1997:223). Both the teachers and the students have to make some effects to the

listeners with their speaking. The listeners demand things to increase their state of knowledge. Therefore, in speaking activity English teacher should make the students to be active in class. English teacher faces a problem in choosing a suitable method in teaching English. In SMP Negeri 50 Surabaya the teacher faced these problems. The teacher finds difficulty to teach speaking, because the students get bored with teacher's explanation, the students never have an opportunities to speak. It makes the students have no passion or willingnes to learn English more.

To overcome those problems, the teachers should discover an interesting way in the teaching learning process in the classroom that can give encouragement to the students to enjoy the teaching learning process. It is important for students to find out their thoughts and explore their ideas in their speaking. The appropriate media can be used in teaching speaking is by video. Because video can increase the students' interest in learning.

Based on those problems and facts, video is a media that can be utilized in English teaching and learning process. It has been proven as an effective tool in teaching English as a foreign language (EFL) for both young and adult learners (Rammal, 2006).

In this study, the instructional media that is used is Video of "Teens React" in order to assist the students to improve their speaking ability. The writer used these videos because of some reasons. It contains a story and situation that can be discussed. It also has an interesting motion image. On the other hand, they contain some elements which can help the students to generate ideas. Riyana (2007) states that learning video is a media that provide audios and visuals that contain the learning

messages including a concept, principle, procedure, application theory for helping the understanding of learning.

1. Speaking Ability

    Speaking as one of language skills takes important role in communication. According to Brown (1994), Speaking ability is an application of an ability to solve pragmatic goals through interactive communication with other speakers of the language. Generally, speaking can be defined as an activity of expressing idea in spoken form. According to Richards and Willy a. Renandya (2002:204) states, that speaking is one of the elements of communication. Speaking is very important because the first communication in every language must be uses spoken form. Then Brown (1980:210), where communication is the output modality and learning is the input modality of the language acquisition. It means that as a human being, we need communication to express our ideas to do everything. Speaking also has a number of conventions that separates it out from writing. Apart from differences in letters, words, and text formation, there are fluency, grammar, and vocabulary. Fluency becomes a goal for speaking courses and this can be developed using information-gap and other tasks that require learners to attempt real communication despite limited proficiency in English (Brown, 1990). It can be concluded that although writing and speaking are both productive

skills in language, they have significant differences. Speaking is a direct oral communication. Writing is an indirect communication that consists of letters, words, and text formation that gathered as a paragraph, an essay, journal, and thesis.

2. The Importance of Speaking

Speaking is one of the most important skills in English, because speaking is an essential tool in communicating, and learning. In addition, speaking is one of the aspect that people an be considered knows a language, which is important to learn. The students need speaking in their class to communicate with others, they can also make a specific messages more understand to the readers. Beside that, speaking is a base of languages development. Students who have strong speaking or oral language base will have an academic advantage because school achievement depends on the students' ability to display knowledge in a clear and acceptable form in speaking as well as writing (Kayi, 2006). Both the teacher and the students often measure their success in language learning through the capability of their speaking. Speaking ability is a way to individuals society. When students talk about their ideas, they clarify their thinking, the can figure out what they believe and where they stand on issues (Kayi, 2006). Although there are several problems that occur in learning speaking, in addition, Richard (1990) explains the typical

learners' problems in speaking like speaking slowly, taking too long to compose utterance, incapable to participate actively in convesation, spoken English does not sound natural, poor grammar and poor communication. Richard (1990) says that there are many reasons causing English learners' poor in speaking skills, teachers' limited opportunities outside of class to practice, and examination system does not emphasize oral skills. Nunan, (2003) also suggests that in speaking classroom, learners should be given the maximum number of opportunities possible to practice the target language in meaningful contexts and situation. The students have to be more creative to use the language in teaching and learning process. Some of competence in junior high school related to speaking are creating descriptive, narrative, procedure, and monologue text. The gradation of the material can be seen in the use of vocabulary, grammar, and rhetoric.

3. Teaching Speaking

Recognizing the importance of speaking, it is essential for student to master speaking skill in order to master the whole English. Learners have to evaluate their progress in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency (Richards:1990). This is very useful to measure how good the students speaking are. Lexical, phonological, and grammatical

changes may be involved in producing a suitable style of speaking. In design the speaking activity, the teacher has to recognize the very different functions of speaking in daily communication and the different purposes for learners to improve their speaking skill. Besides that, speaking is about the transaction. It refers to situations where there are focuses that have to be done. The message is the central focus and makes both teacher and learners understand clearly. The meaning of teaching speaking to English learners are produce the English speech sounds and sounds patterns, use words and sentence stress and intonation of the second language, select appropriate words in difference situations, and use language as a mean of expressing values and judgments. Use the language quickly confidently with few unnatural pauses, which is called fluency. (Nunan, 2003). In teaching speaking, the teacher's role is to facilitate the students to have a contribution in speaking activity. The teacher allows guiding the students, to managing their activity, and assessing their learning. The students can be more cooperate and learn from each other. When the students have a difficulty or doubt they can ask the teacher to help them. Nevertheless, after that the students have to try solved the problem by themselves. It means that the teacher only helps to develop the student's language skill. Jones (2007) says that a student-centered classroom is not a place where the students decide what they want to learn and what they want to do. The classroom is a place where we have to consider the needs of the students, as a group of individuals, and encourage them to participate in the learning process all the time. Most of the students prefer to work in-group with their friends rather than listen to the teacher's explanation all the time. Jones (2007) states that when the students are working together in English with their group they: talk more, share their ideas, learn from each other, involve more, feel more secure and less anxious, use English in a meaningful realistic way, and enjoy using English to communicate.

4. Video

Video is a short film combining an imaginary produced for promotional or artistic purposes. video is a visual multimedia source that combines a sequence of images to form a moving picture. Modern videos are used as a marketing device intended to promote the sale of music recordings. Besides that, it is used as a message that makes the viewer's know what the content tells about. Riyana (2007) states that learning video is media that provide audios and visuals that contain the learning messages including a concept, principle, procedure, application theory for helping the understanding of learning. Some Videos blend different styles, such as animation and live action, while others take a

more thematic approach. Other Videos may be without a set concept, being merely a filmed version of the makers. Teens react video is the kind of video that discuss about people, trending topic of the day, technology and other things that happens in daily life. Video in management training most probably means a video camera which plugs into a video recorder and records onto videotapes this recording can be played into the television as the same way as recorded TV program (Margaret Allan, 1985:1).

5. Video in Teaching Speaking

Based on those problems and facts, a video is included as one of a media that can be utilized in English teaching and learning process. Riyana (2007) states that learning video is a media that provide audios and visuals that contain the learning messages including a concept, principle, procedure, application theory for helping the understanding of learning. According to Riyana (2007) the uses of video as a media in teaching and learning process are:

1. To deliver the messages more simply and clearly.
2. To manage the time, place, and infrastructure.
3. To make the learning more variation.

A video especially filmed insert is one of the media which is popular and may interest students. It is a short film that usually provides images to interpret the meaning or message that can be found in the video. In this study, the reason why the writer used videos in the teaching and learning speaking is because they contain some elements which can help the students to generate ideas. Some of those elements are the motion images which equip a model of story. The sequence of images and the story line shown in the videos can also be used to assist the students to generate ideas and explore their speaking ability. There were also some vocabulary items, which could enrich students' vocabulary and help them to comprehend how to use those words in speaking. In addition, the students might also be assisted by the grammar and spelling of some words in order to speak in a good English. Meanwhile, the motion images might help the students to brainstorm ideas by means of visual features. Teens react video is a visual multimedia that explores the teenagers thought and reaction with some situation that generally happens in the daily life. The video that express lots of idea will interest the students to speak more, because the students have no fear to explore their thought and they will feel free. Jones (2007) states that when the students are working together in English with their group they: talk more, share their ideas, learn from each other, involve more, feel more secure and less anxious, use English in a meaningful realistic way, and enjoy using English to communicate.

6. Applying Video in Teaching Speaking

The teacher can begin the lesson by giving question related to the video that will be watched. After that, lets the students watch it. Before the students watch the Video, the teacher guides the students to make notes that contains of the contents of the video. The teacher gives questions based on the video that will be eased the students to make a short outline by the answer of the question. The teacher should explain that the students are not allowed to interrupt while the video is playing because it can disturb the students' concentration. If the students find difficulties in vocabulary, they can open the dictionary after the video end. After they have done with the text, the teacher asks the students to discuss together about overall description of Video by connecting the outline. It means that the students must share their idea, feeling, or anything that exist in their mind after they watch the video and focus on generating idea, organizing coherently, revising it into good composition to speak. By using Video, students will be more interested in learning speaking. Besides that, they will practice regularly especially in speaking. Because the students become more critical with the issues in the daily life. Thus students can use it in speaking class. According to Harmer (2001:282) to some people video tape is merely a glorified version of audiotape and the use of video in class is just a listening the picture. But there are many reasons why video can add a special extra dimension to the learning experience:

1. Seeing language in use: one of the important things in the video is that the students not just hear the language, the see it too. It is about the general meaning and moods, , expression, gestures, and visual clues.
2. Cross-cultural awareness: video allows students to look at situations far beyond their classrooms. It is also the advantages to the students to see such things in the other places.
3. Motivation: most of students increase the level of interest when they have a chance to see language in use as well as they hear.

To know the students' speaking ability while being taught by using teens react video, the speaking ability is assessed using Brown speaking measurement that contains components including the students' speaking fluency, grammar, comprehension, vocabulary, and listening. The table below shows the Brown speaking measurement.

Focus/rating	1	2	3	4
Grammar				
Vocabulary				
Fluency				
Pronunciation				

(Adapted from Brown, H.D. (1994). *Teaching by principles: an interactive approach to language*

pedagogy. Englewood Cliffs, NJ, America: Pentice Hall Regents)

The description of each component of the table given below:

Grammar
1. Use basic structures and make frequent errors.
2. Use basic structures with only occasional errors.
3. Use variety of grammar structures but make some errors.
4. Use a variety of structures with occasional grammar errors.

Fluency:
1. Hesitates too often when speaking.
2. Speak with some hesitations.
3. Speak with some hesitations but it does not interfere with communication.
4. Speak smoothly with little hesitations which does not interfere with the communication.

Pronunciation
1. Frequent problem with pronunciation and intonation.
2. Pronunciation and intonation errors which sometimes difficult to understand.
3. Pronunciation and intonation are usually clear with few mistakes in some areas.
4. Pronunciation and intonation are mostly clear and accurate.

Vocabulary
1. Use appropriate vocabulary and frequent intonation errors.
2. Use appropriate vocabulary and occasional intonation errors.
3. Vocabulary and intonation clear with few mistakes.
4. Vocabulary and intonation mostly clear.

METHOD

In line with the statement of the problem in the previous chapter, a quantitative experimental research was used in this study. The aim of this study was to find out whether there is a significant effect on the speaking of those who have been taught speaking using "teens react" video and students' speaking ability. There were experimental group and control group. Both of them were given a pre-test. The pre-test is used for finding out whether the two groups are equal or not. The experimental group was given a treatment while the control group was taught as usual without manipulation. In the last experiment, there was a post-test for both groups. In this study, the researcher act to be a teacher. During the research, the learning atmosphere was set in such a way that both groups could learn at almost the similar atmosphere. For example, both groups were given the same topic in "teens react". The same teacher taught both groups.
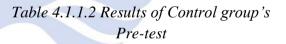
RESULT AND DISCUSION

The purpose of this experimental research was to find out the whether "Teens React" video can improve students' speaking ability or not. The researcher took the data in SMPN 50 SURABAYA, and its eighth graders as the population. In order to find out the students' speaking ability, a test was conducted. The test was subjective one in creating a simple descriptive essay, as it was noted that the most direct way to measuring speaking ability. This test was done in two groups. They are experimental and control group. From the random sampling it was obtained that VIII B acted as an experimental group and VIII A as a control group. This test was divided in two sections. They were pre-test and post-test. Pre-test is given to both groups. The aim of the pre-test was to get students' score to find out whether or not they are equal. If they are not equal one of them should be replaced. This pre-test was done in two groups. From the result, both of groups have the equal ability. The post-test was done. It held to know the improvement of students' speaking abilities after the treatment applied and the result of the students that taught without a treatment.

The result showed that the students who have been taught by using "teens react" video got higher scores than who were not. The experimental group got higher score than control group. The students became more interest when the teacher gave interesting media in teaching and learning process. In experimental group, the students have the willingness to learn more. In control group the teaching snd learning process was run like usual.

Table 4.1.1.1 Results of Experimental group's Pre-test

NO	Vocabulary		Grammar		Pronunciation		Fluency	
	Pre-test		Pre-test		Pre-test		Pre-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	4	2	4	4	2	2	2	2
2	2	2	4	4	2	2	2	2
3	3	1	1	1	3	3	2	1
4	4	4	2	2	2	2	2	2
5	1	1	1	1	2	2	1	1
6	4	4	2	2	3	3	4	4
7	3	3	2	1	2	2	2	2
8	2	2	2	2	2	1	2	2
9	2	1	1	1	2	2	1	1
10	2	2	2	2	3	3	2	2
11	3	3	2	2	3	3	2	2
12	2	2	1	1	2	2	2	2
13	2	2	1	1	2	2	1	1
14	3	3	3	3	3	3	3	3
15	1	1	1	1	1	1	4	1
16	2	2	2	2	4	4	2	2
17	2	2	2	2	2	2	2	2
18	3	3	4	4	2	2	3	3
19	1	1	1	1	4	4	1	1
20	3	3	2	2	4	4	2	2
21	4	4	3	3	4	4	4	4
22	2	2	2	2	2	3	2	2
23	4	4	3	3	4	4	2	2
24	3	4	2	2	3	3	2	2
25	3	3	4	4	3	3	2	2
26	2	2	2	2	2	2	2	2
27	2	2	2	2	2	2	3	3
28	1	1	1	1	2	2	1	1
29	1	1	1	1	2	2	2	2
30	1	1	1	1	2	2	2	2
31	2	2	2	2	2	2	2	2
32	4	4	3	3	4	4	2	2
33	3	3	2	2	2	2	2	2
34	2	2	2	2	2	2	1	1
35	1	1	2	1	1	1	1	1
36	2	2	2	2	2	2	3	3
37	2	2	2	2	2	2	2	2
38	2	2	2	2	2	2	3	3
39	2	2	2	2	4	4	2	2
40	4	4	2	2	3	3	2	2
mean	2.4	2.3	2.05	2	2.525	2.5	2.075	2

Table 4.1.1.2 Results of Control group's Pre-test

NO	Vocabulary Pre-test		Grammar Pre-test		Pronunciation Pre-test		Fluency Pre-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	2	2	1	1	2	2	2	2
2	2	2	4	4	2	2	3	3
3	1	1	1	1	2	2	2	2
4	2	2	1	2	2	2	2	2
5	2	2	2	2	2	2	1	1
6	4	4	2	2	2	2	2	2
7	3	3	2	2	4	4	4	4
8	4	4	4	4	4	4	3	3
9	1	1	2	2	2	2	1	1
10	2	2	1	1	2	2	2	2
11	4	4	2	2	4	4	3	3
12	2	2	2	2	3	3	2	2
13	2	2	1	1	2	2	2	2
14	4	4	3	3	2	2	3	3
15	1	1	1	1	1	1	1	1
16	2	2	2	2	2	2	2	2
17	2	2	2	2	2	2	2	2
18	4	4	3	3	3	3	4	4
19	1	1	1	1	2	2	4	1
20	2	2	4	4	4	4	3	3
21	2	2	2	2	4	4	2	2
22	3	3	2	2	4	4	4	4
23	2	2	2	2	2	2	2	2
24	2	2	2	2	3	3	4	4
25	1	1	1	1	2	1	2	2
26	2	1	1	1	2	2	2	2
27	2	2	2	2	2	2	2	2
28	1	1	1	1	2	2	1	1
29	1	1	1	1	2	2	2	2
30	1	1	1	1	2	2	2	2
31	2	2	2	2	4	4	2	2
32	2	2	3	3	4	4	4	4
33	2	2	2	2	2	2	4	4
34	2	2	2	2	2	2	2	2
35	1	1	1	1	2	1	2	2
36	2	1	2	2	2	2	3	3
37	2	2	2	2	2	2	2	2
38	2	2	2	2	2	2	2	2
39	2	2	1	1	1	2	3	3
40	3	3	2	2	4	4	2	2
mean	2.1	2.05	1.9	1.9	2.475	2.45	2.425	2.35

Table 4.1.2.1 Results of Experimental group's Post-test

NO	Vocabulary Post-test		Grammar Post-test		Pronunciation Post-test		Fluency Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	2	2	2	3	3	3	3	3
2	2	2	4	4	3	3	3	3
3	2	2	2	2	2	2	2	2
4	4	4	3	4	4	4	4	4
5	2	3	3	3	4	4	2	2
6	4	4	4	4	3	4	3	3
7	4	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4	4
9	2	2	3	3	3	3	2	2
10	3	3	3	4	3	4	3	3
11	4	4	4	4	4	4	4	4
12	4	4	3	3	4	4	3	3
13	3	3	2	2	3	3	3	3
14	4	4	3	3	3	4	4	4
15	3	3	2	2	2	2	2	2
16	3	3	3	3	3	3	3	4
17	3	3	3	3	2	2	3	4
18	4	4	4	4	3	3	4	2
19	2	2	2	2	2	2	2	2
20	3	3	4	4	4	4	4	4
21	4	4	4	4	4	4	3	4
22	4	4	4	4	4	4	4	4
23	4	4	4	4	3	3	3	3
24	3	3	4	4	4	4	4	4
25	2	2	2	2	2	2	3	3
26	3	3	2	2	3	3	2	2
27	3	3	4	4	3	4	3	4
28	3	3	2	2	2	2	2	2
29	3	3	2	2	3	3	2	3
30	3	3	2	2	3	3	3	4
31	3	3	4	4	4	4	4	4
32	4	4	3	3	4	4	4	4
33	3	4	4	4	4	4	4	4
34	4	4	3	3	3	3	3	4
35	3	3	3	3	3	3	2	2
36	3	4	3	3	3	3	4	4
37	4	4	3	4	3	3	2	2
38	4	4	3	3	4	4	4	4
39	3	3	2	2	3	3	3	3
40	4	4	3	3	4	4	4	4
mean	3.225	3.325	3.075	3.175	3.225	3.325	3.125	3.2

Table 4.1.1.2 Results of Control group's Post-test

NO	Vocabulary		Grammar		Pronounciation		Fluency	
	Post-test		Post-test		Post-test		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	2	2	2	2	2	2	3	3
2	2	2	4	4	2	2	3	3
3	2	2	2	2	2	2	2	2
4	2	2	2	2	3	3	2	2
5	2	2	3	3	2	2	2	2
6	4	4	2	2	3	3	2	2
7	3	3	2	2	4	4	4	4
8	3	3	4	4	4	4	4	4
9	2	2	2	2	2	2	2	2
10	2	2	2	2	2	2	2	2
11	3	3	3	3	4	4	3	3
12	2	2	2	2	2	2	3	3
13	2	2	2	2	2	2	2	2
14	4	4	3	3	2	2	3	3
15	2	2	2	2	2	2	2	2
16	3	3	2	2	2	2	2	2
17	2	2	2	2	2	2	2	2
18	4	4	4	4	3	3	4	4
19	2	2	2	2	2	2	2	2
20	3	3	4	4	4	4	4	4
21	3	3	3	3	3	3	3	3
22	4	4	3	3	4	4	4	4
23	2	2	2	2	2	2	3	3
24	2	2	3	3	3	3	4	4
25	2	2	2	2	2	2	2	2
26	2	2	2	2	2	2	2	2
27	2	2	2	2	2	2	2	2
28	2	2	2	2	2	2	2	2
29	2	2	2	2	2	2	2	2
30	2	2	2	2	2	2	2	2
31	2	2	2	2	3	3	2	2
32	2	2	2	2	4	4	4	4
33	2	2	3	3	4	4	4	4
34	2	2	2	2	3	3	2	2
35	2	2	2	2	2	2	2	2
36	2	2	2	2	2	2	3	3
37	2	2	3	3	3	3	2	2
38	4	4	2	2	3	3	3	3
39	2	2	2	2	2	2	3	3
40	3	3	2	2	4	4	4	4
mean	2.425	2.425	2.4	2.4	2.625	2.625	2.7	2.7

1. The Analysis of Students' Vocabulary Mastery

In order to answer the research question, the researcher analyzed the data from pre-test and post test results of experimental and control group. The researcher analyzed in vocabulary aspect to know the improvement of students' achievement in vocabulary mastery. The first analysis of experimental group, the researcher got the data from the first rater (English teacher of SMA 50 Surabaya) (see Appendix 1). Based on the data, the first output analyzed about the significance (see Appendix 3). The significance was labeled *sig. (2 tailed)* was 0.000. It is less than .05. It can be concluded that there is significant different in the post-test between experimental group and control group in students' vocabulary mastery. The next output was comparing the *mean value*, it showed that the score of pre-test of experimental group was 2.4000 and the score of post test was 3.2250. In the control group, the score of pre-test was 2.1000 and the score of post-test was 2.4250. It can be concluded that there was improvement from pre-test score to post test score. The improvement of experimental group was higher than experimental group. The researcher also being the second rater in this research and analyzed the data (see appendix 2). Based on the data, the first output analyzed about the significance. The significance was labeled *sig. (2 tailed)* was 0.000. It is less than .05. It can be concluded that there is significant difference between before and after treatment in students' vocabulary mastery. The next output was comparing the *mean value*, it showed that the score of experimental group's pre-test was 2.3000 and the score of post test was 3.3250. in the control group, the score of pre-test was 2.0500 and the post-test was 2.4250.

2. The Analysis of Students' Grammatical Accuracy

In order to answer the research question, the researcher analyzed the data from pre-test and post test results of experimental and control group. The researcher analyzed in grammatical aspect to know the improvement of students' achievement in grammatical mastery. The first analysis of experimental group, the researcher got the data from the first rater (English teacher of SMA 50 Surabaya) (see Appendix 1). Based on the data, the first output analyzed about the significance (see Appendix 4). The significance was labeled *sig. (2 tailed)* was 0.000. It is less than .05. It can be concluded that there is significant different in the post-test

between experimental group and control group in students' grammatical mastery. The next output was comparing the *mean value*, it showed that the score of pre-test of experimental group was 2.0500 and the score of post test was 3.0750. In the control group, the mean score of pre-test was 1.9000 and the score of post-test was 2.4000. It can be concluded that there was improvement from pre-test score to post test score. The improvement of experimental group was higher than control group.

The researcher also being the second rater in this research and analyzed the data (see appendix 2). Based on the data, the first output analyzed about the significance. The significance was labeled *sig. (2 tailed)* was 0.000. It is less than .05. It can be concluded that there is significant difference between before and after treatment in students' vocabulary mastery. The next output was comparing the *mean value*, it showed that the score of experimental group's pre-test was 2.0500 and the score of post test was 3.0750. in the control group, the score of pre-test was 1.9000 and the post-test was 2.4000.

3. The Analysis of Students' Pronounciation

In order to answer the research question, the researcher analyzed the data from pre-test and post test results of experimental and control group. The researcher analyzed in grammatical aspect to know the improvement of students' achievement in pronounciation. The first analysis of experimental group, the researcher got the data from the first rater (English teacher of SMA 50 Surabaya) (see Appendix 1). Based on the data, the first output analyzed about the significance (see Appendix 5). The significance was labeled *sig. (2 tailed)* was 0.000. It is less

than .05. It can be concluded that there is significant different in the post-test between experimental group and control group in students' pronouncition. The next output was comparing the *mean value*, it showed that the score of pre-test of experimental group was 2.5250 and the score of post test was 3.2250. In the control group, the mean score of pre-test was 2.4750 and the score of post-test was 2.6250. It can be concluded that there was improvement from pre-test score to post test score. The improvement of experimental group was higher than control group. The researcher also being the second rater in this research and analyzed the data (see appendix 2). Based on the data, the first output analyzed about the significance. The significance was labeled *sig. (2 tailed)* was 0.000. It is less than .05. It can be concluded that there is significant difference between before and after treatment in students' vocabulary mastery. The next output was comparing the *mean value*, it showed that the score of experimental group's pre-test was 2.5000 and the score of post test was 3.2250. in the control group, the score of pre-test was 2.4750 and the post-test was 2.6250.

4. The Analysis of Students' Fluency

In order to answer the research question, the researcher analyzed the data from pre-test and post test results of experimental and control group. The researcher analyzed in grammatical aspect to know the improvement of students' achievement in fluency. The first analysis of experimental group, the researcher got the data from the first rater (English teacher of SMA 50 Surabaya) (see Appendix 1). Based on the data, the first output analyzed about the significance (see Appendix 6). The significance was labeled *sig. (2 tailed)* was 0.000. It can be

concluded that there is significant different in the post-test between experimental group and control group in students' fluency. The next output was comparing the *mean value*, it showed that the score of pre-test of experimental group was 2.0750 and the score of post test was 3.1250. In the control group, the mean score of pre-test was 2.4250 and the score of post-test was 2.7000. It can be concluded that there was improvement from pre-test score to post test score. The improvement of experimental group was higher than control group. The researcher also being the second rater in this research and analyzed the data (see appendix 2). Based on the data, the first output analyzed about the significance. The significance was labeled *sig. (2 tailed)* was 0.000. It is less than .05. It can be concluded that there is significant difference between before and after treatment in students' vocabulary mastery. The next output was comparing the *mean value*, it showed that the score of experimental group's pre-test was 2.0000 and the score of post test was 3.2000. in the control group, the score of pre-test was 2.4250 and the post-test was 2.7000. The data gained before and after the treatment. The different scores can be increase (+) or decrease (-). In vocabulary aspect, it can be showed that the mean of the pre-test scores of the experimental group was 2.4000 from rater 1 and 2.3000 from rater 2, and the control group 2.1000 from rater 1 and 2.0500 from rater 2. The mean post-test scores of experimental group was 3.2250 from rater 1 and 3.3250 from rater 2, and the control group was 2.4250 from rater 1 and 2.4250 from rater 2. The sig *(2-tailed)* was 0.0000 less than .05. it means that there was significant different. In vocabulary aspect.

From the results of experimental group, we can see that the post-test score was higher than the pre-test score. The table above show the students' score between pre-test and post-test of experimental group was higher than control group. In grammar aspect, it can be showed that there are an improvement of students' speaking ability. In the pre-test, the mean of the scores was 2.0500 from the first rater, and 2.0000 from the second rater for experimental group. In the control group the mean was finding 1.9000 from first rater and 1.9000 from second rater. In the post-test, the mean of experimental group was 3.0750 from first rater, and 3.1750 from second rater. In the control group the mean was 2.4000 from first rater and 2.4000 from second rater. The sig *(2-tailed)* was 0.0000 less than .05. it means that there was significant different. In the pronounciation aspect, the mean of experimental pre-test score was 2.5250 from rater 1 and 2.5000 from rater 2. The mean score of pre-test of control group was 2.4750 from rater 1 and 2.4500 from rater 2. In the post-test of experimental group, the mean was 3.2250 from rater 1 and 3.3250 from rater 2. In the control group. The mean was 2.6250 from rater 1, and 2.6250 from rater 2. The sig *(2-tailed)* was 0.0000 less than .05. it means that there was significant different. In the fluency aspect, the pre-test mean score of experimental group was 2.0750 from first rater and 2.0000 from second rater. The mean of control group was 2.4250 from both first rater and second rater. The post-test mean score of experimental group was 3.1250 from first rater and 3.2000 from second rater. In the control group, the mean score was 2.7000 from first rater, and 2.7000 from second rater. The sig *(2-tailed)* was 0.0000 less than .05. it means

that there was significant different. In this study, the grammatical aspect also has significant improvement. In the control group, there are no significant improvement both from first rater and second rater. From the result of this research, it found that "teens react" video is one of the appropriate media to improve students speaking ability. Some of speaking aspects that are improved are students' confidence of delivering their speaking, students' motivation, and students' pronounciation.Harmer states that motivation is critical factors in succesfull learning (2002:40) it means that motivation in teaching and learning process. motivation is an important observational learning process that effort by the teacher in every way including make a lesson to be interesting, connect the material with student's interest, ask students to make targets and observe the progress to reach it, give a feedback that indicate the progress of the competence, and emphasize the value of the learning (Schunk, 2012).

A video especially filmed insert is one of the media which is popular and may interest students. It is a short film that usually provides images to interpret the meaning or message that can be found in the video. In this study, the reason why the writer used videos in the teaching and learning speaking, because they contain some elements which can help the students to generate ideas. Some of those elements are the motion images which equip a model of story. The sequence of images and the story line shown in the videos can also be used to assist the students to generate ideas and explore their speaking ability. There were also some vocabulary items which could enrich students' vocabulary and help them to comprehend

how to use those words in speaking. In addition, the students might also be assisted by the grammar and spelling of some words in order to speak in a good English. Meanwhile, the motion images might help the students to brainstorm ideas by means of visual features.

In cognitive theories emphasize that motivation can helps make efforts in attention and influences how the information processed. Students show the attitude that supported by motivation (Schunk, 2012). It means that motivation is very important in teaching and learning process. The improvement of students' motivation can be seen from students' participation in speaking class. "Teens React" video is one of the media that can improve students' speaking ability. There are many advantages that the students got from the use of "teens react" as a media to teach speaking. The students to be more confident to speak in front of the class and explore their idea with the appropriate with their ages. The students to be more enjoyable in speaking class. There was some factors which influence the success of the research. The technique of presenting the materials that could give students' motivation. It was the most important role of teaching. In this case the video could stimulates students to be brave to speak in front of the class and explore all of the ideas in their mind. It course made the condition in the class was more fun and students had no difficulties in speaking.

CONCLUSION

In conclusion, the use of "teens react" video to improve students' speaking ability was success. It proven that there

was increasing value of the students who have thought by "teens react" video. This video was able to make the students braver to speak in front of the class without any obstacle to explore their ideas. The teacher was able to give motivations to the students to be brave. The class became more interesting because every student wants to speak. In this case, students' speaking was dealing with the video and it was the positive thing.

Therefore, the researcher concludes that video was one of the successful media in teaching speaking. The teacher also gave the related video that interested the students, so the students became more motivated in the learning activity. Besides that, the teacher was motivating the students when they got difficulty words and helped the students when they did not understand in some parts of the video. It means that both the teacher and the students had a good interactions and could work together to make the activity more fun during the teaching and learning process.

REFERENCES

Allan, Margaret. (1985). *Teaching English with Video*. Singapore. Longman Group.

Ary, Donald. (2010). *Introduction to Research in Education* (T. W. Chris Shortt, Caitlin Cox Ed. Eight ed.). Canada: Cengage Learning.

Bogdan, Robert, & Biklen, Sari Knopp. (1998). *Qualitative research for education : an introduction to theory and methods* (3rd ed.). Boston: Allyn and Bacon.

Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ, America: Pentice Hall Regents.

Burns, A., & Joyce, H. (1995). *Focus on Speaking*. Sydney, Australia: National Center for English Language Teaching and Research.

Butt, David. (2003). *Using Functional Grammar*. Sydney: National Centrefor English Language Teaching and Research, Macquarie University.

Cahyono, B. Y. 1997. *Pengajaran Bahasa Inggris*: Teknik, Strategi, dan Hasil Penelitian. Malang: IKIP Malang.

Derewianka, Beverly M. (2011). *A new grammar companion for teachers*.

Fillmore, CJ, Kempler, D, & Wang, WS-Y. (1979). I*ndividual differences in language ability and language behavior*. Perspective.

Franzoni, A. L., & Assar, S. (2009). *Student Learning Styles Adaption Method Based on Teaching Strategies and Electronic Media. Educational Technology & Society*, 12 (4): pp.15-29, (Online), (www.public.intevry.fr/~assar/pdf/ ETS Franzoni Assar.pdf), accessed on November 23th 2013.

Harmer, J. 2001. *The Practice of English Language Teaching*. Essex: Pearson Education Limited.

Heinich. et. al. 1985. *Instructional Media and The Technologies of Instruction*. New York: John Wiley & Sons, Inc.

Madya, Suwarsih. (2002). *Developing Standards of EFL in Indonesia as part of the EFL Teaching Reform*. TEFLIN. 12(2)

Nakamura, Yuji, & Valens, Mark. (2001). Teaching and Testing Oral Communication Skills. *Journal of*

Humanities and Natural Sciences, 111, 43-53.

Nunan, D. (1991).*Language Teaching Methodology*. London: Prentice Hall.

Nunan, David. (2003). *Practice English Language Teaching*. United Kingdom: Prentice Hall.

Oller, J.W. 1979. *Language Tests at School.* London: Longman Group Ltd.

Shumin, Kang. (2002). Factor to Consider: Developing Adult EFL Students' Speaking Abilities. In J. C. Richards and W. A. Renandya (eds.), *Methodology in Language Teaching.* Cambridge. Cambridge University Press, 204-2011.

Thornbury, Scott. (2005). *How to teach speaking*. Harlow, England: Longman.