

The Effectiveness of Tourism Videos to Improve The Tenth Grade Students' Speaking Achievement in SMKN 6 Palembang

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Abstract

This research was aimed to find out whether there was significant improvement on speaking achievement of the tenth grade students of SMKN 6 Palembang after being taught by using the Tourism Videos and to find out whether there was significant mean difference on speaking achievement between the students who were taught by using Tourism Videos and those who were not. This research applied experimental research design. The sample of this research were 31 students of SMKN 6 Palembang and divided into experimental and control groups. The results of this study were calculated by using SPSS. The research finding showed that the mean score of pretest of experimental group was 56,84 improved to 80,32. And the mean difference of posttest between experimental and control group was 2.129 and the mean difference of speaking improvement between the pretest and posttest within the experimental group was 23,484. The research findings revealed that the teaching of speaking improved the students' speaking achievement due to having received the treatment using Tourism Videos. Hence, that there was significant improvement on speaking achievement in the experimental group and there was significant mean difference between the students who were taught by using Tourism Videos and those who were not.

Keywords : *Improving speaking skill, speaking skill, tourism video*

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan terhadap prestasi berbicara siswa kelas X SMKN 6 Palembang setelah diajar dengan menggunakan Video Pariwisata dan untuk mengetahui apakah ada perbedaan rata-rata yang signifikan pada prestasi berbicara antara siswa yang diajarkan dengan menggunakan Video Pariwisata dan mereka yang tidak. Penelitian ini menggunakan desain penelitian eksperimental. Sampel penelitian ini adalah 31 siswa SMKN 6 Palembang dan dibagi menjadi kelompok eksperimen dan kontrol. Hasil penelitian ini dihitung dengan menggunakan SPSS. Temuan penelitian menunjukkan bahwa skor rata-rata pretest dari kelompok eksperimen adalah 56,84 meningkat menjadi 80,32. Dan perbedaan rata-rata posttest antara eksperimental dan kelompok kontrol adalah 2,129 dan perbedaan rata-rata peningkatan berbicara antara pretest dan posttest dalam kelompok eksperimen adalah 23.484. Temuan penelitian mengungkapkan bahwa pengajaran berbicara meningkatkan prestasi berbicara siswa karena telah menerima perlakuan menggunakan Video Pariwisata. Oleh karena itu, bahwa ada peningkatan yang signifikan pada prestasi berbicara dalam kelompok eksperimen dan ada perbedaan rata-rata yang signifikan antara siswa yang diajar dengan menggunakan Video Pariwisata dan mereka yang tidak.

Kata kunci: *Meningkatkan keterampilan berbicara, keterampilan berbicara, video pariwisata*

1. Introduction

Nowadays, mastering English is not a choice, but it is a need. In this modern era, English becomes very important for everyone and mastering it also becomes a must for many reasons, such as for communicating with others, for competing with all people from all of countries, and etc. In English there are four integrated language skills. The first is listening skill, it is the ability of English in hearing someone or native speakers who speak. To learn English in the field of listening skill we should listen more to English songs or movies than listen to the word by word. So we can know how to pronounce correctly. The second is speaking skill, this skill requires the students' to integrate language to pronounce the English fluently. In addition to speaking skill, the students must be active in English. It means they can speak English well. The third is reading skill, we also learn how to read the words in English and reproduce the English vocabulary. In reading skill we can find out the main idea, the topic of an English reading and also support the sentence of writing. The fourth is writing skill, this skill is difficult because in writing English we must know the grammar and the composition of the word. If the grammar is wrong, the sentence will have a different meaning.

Speaking is one of prominent skills. According to Iman (2014, p.55) In the international relationship, English speaking ability is very prominent to be able to participate in the larger scope of work. There are many ways in learning speaking. Learning speaking is not only in the classroom but also at home. The students can learn English from their habits, such as watching video. They can learn easily, fun, and in comfortable way. They can learn so many new words from the dialogue in the video (Dewi, 2016).

Besides, Imane (2015) claims speaking is important not only inside the classroom but also outside where most of the companies and organizations look for people who master a foreign language and have a good speaking ability. But, to master speaking skill is not an easy business. Fauzan (2014) points out that in Indonesia, many students had low confidence to speak English. They were afraid of making mistakes and their friends would laugh at them. They felt nervous to speak English in front of their friends or teachers. Many students would not speak English, either. They thought that their English was not good enough, and they were lack of vocabulary. Most of the students were unhappy with their speaking. To solve those problems above, the researcher proposed the Tourism Videos to improve students' speaking achievement in SMKN 6 Palembang. Many scholars have revealed that Videos used in EFL classroom can be an important part of the curriculum. This is based on the fact that Videos provide exposures to "real language," used in authentic settings and in the cultural context which the foreign language is spoken. They also have found that movies catch the learners' interest (Kusumarasyati, 2004; Luo, 2004). To improve teaching by using video at school, teachers usually

provide a video that students can understand. In this study, the intended videos were about Tourism in Indonesia. Tourism in Indonesia is located by the sea of white sand beaches, blue sky, and cultural attractions. Beach resort and hotel have been developed in some popular tourist destinations, especially Bali island as the primary destinations. During this video play, the researcher would pay attention to the students' speaking ability. To improve students' speaking ability, the researcher asked what the content of the video is, and the students must summarized the content in the video and dare to speak in public.

Based on the background above, the problems were follows:

1. Was there any significant improvement on speaking achievement of the tenth grade students' of SMKN 6 Palembang after being taught by using the Tourism Videos?
2. Was there any significant mean difference on speaking achievement between the students who were taught by using the Tourism Videos and those who were not?

A. The hypotheses of the study

In this study the researcher formulated the hypotheses, they were described below:

- Ho1: There was no significant improvement on speaking achievement of the tenth grade students of SMKN 6 Palembang after being taught by using the Tourism Videos
- Ha1: There was significant improvement on speaking achievement of the tenth grade students of SMKN 6 Palembang after being taught by using the Tourism Videos
- Ho2: There was no significant mean difference on speaking achievement between the students who were taught by using the Tourism Videos and those who were not
- Ha2: There was significant mean difference on speaking achievement between the students who were taught by using the Tourism Videos and those who were not.

B. Methods and procedures

1) Methods of the study

This study used a quasi-experimental method. Pretest-posttest non-equivalent group design was used to investigate a significant improvement and difference in speaking achievement between student who were taught using video and teachers' method to the tenth grade students of SMKN 6 Palembang. The design of pretest-posttest non-equivalent group as follows:

NR : Non-Randomization

Experimental Group	NR 1 O X 2 O
Control Group	NR 1 O 2 O

Operational definitions

The title of the study is "The Effectiveness of Tourism Videos to Improve the Tenth Grade Students'

Speaking Achievement in SMKN 6 Palembang". Termonologies need to be explained include improving speaking skills, speaking ability and Tourism Video.

1. Improving speaking skill

Improving speaking skills is interaction between teacher and students in its interaction process. Teaching is giving the information, knowledge and skill to helping them to studying something until the learners understand.

2. Speaking skill

Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

3. Tourism Video

Tourism Video is a video about tourism and has a duration of 3 to 10 minutes and the content is about the beautiful nature of Indonesia and interesting places. The students can explain orally after watching the video. Therefore, in the hospitality study program, the researcher took tenth grade students of Vocational high school to develop the knowledge, skills and knowledge of hospitality.

2) Population of the study

Population is the group of elements or cases, or events that confirm to specific criteria and to generalize the result of the research (McMillan, Watson, McCrum, Evans, 1996).

The population of this study was the students' of SMKN 6 Palembang in academic year of 2017/2018. There were 15 classes of the tenth grade with total number 453 students. Table 1 shows the population of this study

Table 1. The population of the study

No	Class	Number of Student
1	X PERHOTELAN 1	31
2	X PERHOTELAN 2	31
3	X PERHOTELAN 3	31
4	X PERHOTELAN 4	30
5	X TATA BOGA 1	35
6	X TATA BOGA 2	35
7	X TATA BOGA 3	32
8	X TATA BOGA 4	32
9	X TATA BOGA 5	34
10	X TATA BUSANA 1	32
11	X TATA BUSANA 2	31
12	X TATA BUSANA 3	17
13	X TATA KECANTIKAN 1	30
14	X TATA KECANTIKAN 2	31
15	X TATA KECANTIKAN 3	22
	TOTAL	453

Sources: SMKN 6 Palembang in academic year 2017/2018

3) Samples of the study

The sample consisted of the students from the population who were chosen to participate in the study. In this study, the researcher used purposive sampling.

The total sample of this study were taken from Perhotelan Department of tenth grade students, two classes were selected as the sample, and both of classes have poor speaking achievement, it means the students still has low in speaking skill because the researcher interviewed the teachers in SMKN 6 Palembang. Therefore the researcher was interested in using Video to improve students speaking achievement. The sample of this study was shown in Table 2

Table 2. The samples of the study

No	Class	Number of students
1.	Experimenal Group	31
2.	Control Group	31
	Total	62

4) Technique of data collection

In collecting the data, the researcher used a speaking test; pretest and posttest. In the process of collecting the data, the writer used the material same as the pretest and posttest.

1. Test

Hughes (1992) states that the test is used to obtain the information. The information that it is hoped to obtain will of course vary situation to situation. In this study, there were two kinds of the test which were used by the researcher. The test was administered twice as a pretest that was given before the treatment and the posttest was given after treatment in the experimental and control group. The test was speaking test in which the students was assigned to speaking then answered some questions.

a. Pre-test

A pretest was given to assess the students' skill in speaking before doing the treatment. The assesment of the test was used for knowing whether there is a significant different of the students achievement on comprehension.

b. Post-test

According to Creswell (2012), posttest provides a measure of some attribute or characteristic that the researcher assesses or participants in an experiment after a treatment. Posttest is done to know the effect after some treatments are given. The posttest is given to know the students' achievement that is done after the treatment is given.

In this study, pretest/posttest used Non-equivalent group design: participant were not randomly assigned to the treatment and control groups. Both groups received a pretest and a posttest, but only the treatment group received the treatment.

5) Teaching Procedures

The use of video had been proven to be effective in increasing the speaking ability of students. Its fun and

enjoyable atmosphere made the students relaxed in learning speaking.. There are three steps of integrating videos into classroom instruction effectively, they are pre-viewing, while-viewing, and Postviewing (Reeves, 2001 in National Teacher Training Institute, 1997 in Harmer 2001, p. 286). From each step above, teachers can choose the most appropriate activities for their students and classes.

a. Pre-activities

Previewing activities can be done before assigning students to view the video. The students can follow the activity as presented below.

- 1) Free writing on the question about the events.
- 2) Predicting the events.
- 3) Discussing the video from its title.
- 4) Pre-teaching any usual vocabulary and grammatical points in context.
- 5) Practicing to pronounce words to develop their aural perception of the words.

b. Whilst activities

While watching the video, these activities can be selected and assigned for the students to do.

- 1) Watching for relaxation without taking notes.
- 2) Identifying general topics of videos.
- 3) Making more detailed information on each item in the second viewing.
- 4) Checking information with students' partners or groups.
- 5) Focusing on details e.g. cultures, beach, tradition, place, etc.

c. Post-activities

After viewing the video, the students can do activities for specific language skill practices as presented below.

- 1) Reviewing and answering general comprehension questions.
- 2) Describing places, cultures, objects, etc.
- 3) Discussing events, particular topics, body languages, actions, etc. and predicting or guessing the end of the video.
- 4) Playing the video only and asking students to discuss what the scene might look like.

6) *Research Variables*

In this study, Independent variable was the use of Tourism Videos in teaching Speaking ability, and the dependent variable in this study was the achievement of the tenth grade students of SMKN 6 Palembang in Speaking skill.

7) *Reliability of the test*

The results of this test showed that there was a significant correlation between the two rated score for speaking.

Based on the calculation, the reliability results of every test were higher than 0,70. Since the results were higher than 0,70, it could be concluded that the test was reliable.

8) *Techniques of data analysis*

To analyze the data of students speaking test the researcher used a SPSS package 24.0 for windows. In addition, in SPSS program the writer used two t-test such as a paired samples t-test and independent samples t-test. In this research, the researcher checked the reliability of the speaking test with Inter-rater reliability by using Pearson Product-Moment Correlation coefficient. It means that the speaking test was checked by two raters, to choose the reliability of the test, the writer asked the raters who have, (1) more than five years teaching, and (2) achieved TOEFL score above 500. The data was analyzed by using SPSS 24,0 (Statistical Package for Social Science) program and to know the correlation between two variables, the researcher used Pearson Product Moment Correlation, if the results of correlation coefficient is ≥ 0.70 , the test is considered reliable.

Table 3. Conversion of score range

Categories	Score Interval
Excellent	92 – 100
Very Good	80 – 88
Average	68 – 79
Poor	56-64
Very Poor	<52

2. Finding and interpretations

A. Descriptive Analyses of Experimental Group

Based on the summary of score pretest in experimental group shows that there were 18 students in the very poor category with the percentage 58%, 7 students were in poor category with the percentage 22,6%, 2 students were in the avarage category with the percentage 6,4%, and 4 students were in the good category with the percentage 13%. It was found that the mean score in the pre-test of the experimental group was 56,84. Meanwhile, the results of the posttest of experimental group, which consisted of 2 students were in the poor category with the percentage 6,4% and 11 students were in average category with the percentage 35,5%, 13 students were in the good category with the percentage 42%, and 5 students were were in the very good category with the percentage 16,2 %. It means that there was the significant improvement on students' speaking skill after the treatment.

B. Descriptive Analyses of Control Group

In pretest of control group, there were 19 students in very poor category with the percentage 61.3%, 7 students were in poor category with the percentage 22,6%, 1 students were in the average category with 3,2%, 1 student was in good category with the percentage 3,2 %, and only 3 student were in very good category with the percentage 9,7%. Apart from that, the results of posttest of control group showed that there were 16 students in the very poor category with the percentage 51,7%, 7 students were in poor category with the percentage 22,6%, 3 students were in average category with the percentage 9,6%, 4 students were in

the good category with the percentage 12,9 %, and 1 student was in very good category with the percentage 3,2%. The mean score in pretest was 14,716 while in posttest was 15,151.

C. The Results of Paired Samples t-test and Independent samples t-test

The statistical summaries from both sample can be seen from the table 7. The mean score of experimental group in pre-test was 56,84, meanwhile the mean score of experimental group in post-test was 80,58. The mean difference of speaking improvement between the pretest and posttest within the experimental group was 23,484 and the significance level of students' speaking improvement in experimental group was .000 which was lower than .05. The mean score of control group in pre-test was 14,716, meanwhile the mean score of control group in post-test was 15,151. The mean difference of speaking improvement between the pretest and posttest within the control group was 1,355 and the significance level of students' speaking improvement in control group was .001 which was lower than .005. Therefore, there was significant mean difference of students' speaking improvement between the students who were taught by using Tourism video and those who were not.

D. Hypotheses Testing

In this section, the researcher used a t-test to compare the means of two groups using two independent samples. In this research there were 4 hypotheses. By using the paired and independent sample t-test of SPSS program, it could be established there was significant difference or not. If it the sig. (2-tailed) >0,05 it can be said there was no significant and if <0,05 it means there was significant difference. Since the t-obtained was higher than t-table, null-hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted.

Therefore, to measure significant difference on students' achievement average score which was taught using Video, independent sample t-test was used. Significant difference was found whenever the p-output was lower than mean significant difference at .002 level. Since the t-obtained was higher than t-table it means the first null hypotheses was rejected and the alternatif hypotheses was accepted and then the significance between posttest of experimental and control group was .002 it means the second null hypotheses was rejected and the second alternative hypotheses was accepted.

E. The findings of the study

The mean score of experimental group in pre-test was 56,84, meanwhile the mean score of experimental group in post-test was 80,32. The mean difference of speaking improvement between the pretest and posttest within the experimental group was 23,484 and the significance level of students' speaking improvement in experimental group was .000 which was lower than .05. The mean score of control group in pre-test was 14,716, meanwhile the mean score of control group in post-test

was 15,151. The mean difference of speaking improvement between the pretest and posttest within the control group was 1,355 and the significance level of students' speaking improvement in control group was .001 which was lower than .005. Therefore, there was significant mean difference of students' speaking improvement between the students who were taught by using Tourism video and those who were not.

F. The interpretations of the study

Vocational School as known Vocational Middle School. This school is at the same level as High School, it focuses on skills and majors that are of interest to each student. The major in Vocational School is divided according to the department, for example: Tourism, Hospitality, Art Cooking, Automotive, Fashion Design, Accounting, Beauty, etc. Tourism is basic knowledge of hospitality, namely the knowledge of service, or learning how to serve guests.

Ermawati (2013, p.28) adds that Video can be used as media for the teaching of speaking to enhance students' speaking experiences for students, especially in an EFL situation where students often lack authentic environment of language learning. In this study, the researcher used Tourism Videos to improve the speaking achievement of the tenth grade students of SMKN 6 Palembang. The aim of the study was to find out whether or not Tourism Videos can improve the students speaking achievement. To achieve the aim the researcher taught the experimental group by using Tourism Videos for 10 meetings. When the researcher gave them the pretest by showed the Tourism Videos (Tana Toraja, Makassar) and record their pretest about 1 to 2 minutes. At the pretest, the students had low speaking ability and then they had mispronunciation. Also, they could not speak fluently. After the researcher gave them the treatment, the experimental group showed the significant improvement. It could be vividly seen by the mean of pretest was 55.52 improved to 80.58. Actually, the control group had the improvement but not too significant.

To implement this technique, the researcher prepared ten videos, the titles were Wonderful Indonesia-Tana Toraja Makassar, Indonesia Tourism, Maluku Islands, Raja Ampat Tourism, Sulawesi Tourism, Indonesia Juara International Tourism, Wonderful Indonesia-Bali, Wonderful Indonesia-Lombok, Wonderful Indonesia-North Sumatra, and Wonderful Indonesia-Yogyakarta. For each meeting, the researcher only showed one video and asked the students to pay attention to the video and asked the students to describe what the content of video is one by one in front of the class. When the researcher gave the students the videos, the researcher played the videos two times in order to develop the students skill. In the first meeting, the students described the video using mixed language. After several meetings, the students were able to describe the video better, the researcher gave them the treatment by using videos for 10 meetings with ten Tourism videos. After the students watched the content of the video, they understood and knew what the

content of the video, and they used a lot of new words. Therefore, they were able to describe the video better.

When the researcher gave them the posttest, the students showed the good performance when they described the tourism video one by one in front of the class. At that time, the researcher chose the students randomly. They already spoke fluently without mispronunciation. When the students performed in front of the class, some of them pronounced words incorrectly. It occurred in the three meetings. The researcher noticed the students' mispronunciation during their speaking practice such as culture, beach, places, etc. The researcher corrected the students' pronunciation in every meeting by teaching how to pronounce correctly. It was done during pronouncing the words and in the end of the class. The researcher corrected the words and expressions while the students imitated to pronounce them together. If there was a student who mispronounced, the teacher asked him/her questions individually. The researcher correcting the students' pronunciation, they would not make the same mistakes next time. Moreover, when the researcher gave the model of the correct pronunciation, some of the students were enthusiastic to know the correct pronunciation of the words. Even, some of them asked the researcher about the pronunciation of the other words. According to Alessi, Stephen, Trollip, & Stanley (2001, p.538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, it is hard to show a student the effects of body language on communication using only explanation or pictures.

The researcher found out some notes during the treatment. Firstly, in the first meeting, the students still got difficulties in understanding the video. The students caught the content of the video slowly and the researcher needed to play for several times. According to Dewi (2016), the students can have many benefits by using Video as media in learning English, especially speaking. The speaking session was seldom done during the teaching and learning process in the class. Therefore, I used speakers which I put in the middle of the class to help minimize the class condition while the students could focused on watching video I played. Afterward, the researcher gave them the questions "what is the content about?, how many spots on the video?, have you ever visited that place?."

Then, in the second meetings the students still got the difficulties in speaking. In this meeting the researcher gave the second tourism video about Tourism in Bali Island. They were so excited when the researcher showed that video and they were enthusiastic to retell the video. Some of students still had mispronunciation.

From reference to those conditions, the researcher proposed to use media to support the speaking teaching and learning process. The media that used was video. By using laptop, speaker, and LCD in the classroom, the researcher wants to provide an audio visual media that is a video to present the speaking materials to the students. Besides, videos can be the authentic material for the

students because they need authentic model in learning speaking. Harmer (2001, p.282) adds that teachers frequently enliven their classes with off-air material or tapes produced for language learning.

Richards and Renandya (2002, p.364) add that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. For the third meetings, the students seemed to be able to comprehend the content that they was even they still got difficulties of understanding some new vocabularies. The last three meetings were better, most of the students had already prepared dictionaries to find out the difficult words without asking and without being asked. They had already understood and comprehended the tourism videos and finding the new words to explain the content of the video. Marshall (2002, p.7) details three theories that explain how learning may occur via well-selected video "based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information". Therefore, the results of the dependent and independent sample t-test could conclude that the students' posttest in experimental group was significant improvement. The students could already give their opinion about the video with the corret pronunciation and use grammar correctly. So the analyzing of independent t-test was done to answer the hypotheses of the study.

Third, from the results the significant differences from students' posttest scores in experimental and control groups, it could be interpreted that there was significant mean difference between students' posttest score taught by using video and teachers' strategy. It was indicated that using tourism video as media in teaching speaking, significantly improved the students' achievement. It could be concluded that using tourism video was able to increase the students' achievement in speaking ability and bring advantages to students in SMKN 6 Palembang. As King (2002) states that learning English by use of video compensates for all the short comings in the EFL learning experience by bringing language to life. It is a refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices.

In the next meeting, the researcher played the videos with the other title about Tourism Videos. The findings showed that the use of video clips helped the researcher present the material topic to the students easily. The moving pictures in the video clips gave the students description about the name of the things, the way to teach students how pronounce words correctly, and gestures of the speaker to deliver the message.

Facilities and media belong to the important components on the teaching and learning process. The right use of facilities and media will assist the speaking activity to run effectively and efficiently. Based on the observation, SMKN 6 Palembang did not have any language laboratory. According to Ishihara and Chi

(2004) a full-length authentic video can be used quite successfully in the language classroom. However, it is important to consider, prior to instruction, the problems that could occur. The first, and probably the most common, problem is that learners may feel overwhelmed in chose appropriate words in the video. There were three moving speakers and the LCD was newly set in each classroom. The English teacher still got difficulties in applying those facilities especially the LCD in the teaching and learning process and she also rarely used the speakers. The English teacher also used whiteboard and board marker as the main media instead of using audio visual media such as providing videos to support the students' speaking learning process. Consequently, the students lost focus and attention easily to join the lesson and could not improve their speaking ability.

The findings showed that the use of video in the learning of speaking enabled the students to perform in front of the class courageously, deliver their opinions expressively, and active in participating in the class activities. In this part, the students also gave responses related to the favorite things when they learnt speaking skills by using the Tourism Video. Based on the findings of these topics, it can be stated that the students loved to use the video because they consisted of moving pictures and sounds which gave them clearer description. The last is related to technical obstacles during the use of video in the learning of speaking. In this case, students stated that they have no serious problem during the teaching and learning process by using the video.

Based on these statements above, it could be concluded the students improved their speaking skill and became more active in speaking class. After that, they can described what the content of the video. Sharma and Barrett (2007) says that videos have a compelling power in the language classroom, especially when the classroom activities are concentrated on short sequences.

3. Conclusions

Based on the experiment done by the researcher in the tenth grade of SMKN 6 Palembang, It could be concluded that there was any significant improvement on students' speaking achievement of the tenth grade of SMKN 6 Palembang after being taught by using the Tourism Videos. The noise condition could influence bad comprehension for speaking skill. The use of media such as Projector and Bluetooth Speaker could minimize the noise, and Learning by using Video is effective in improving students' speaking achievement.

The use of tourism videos as the main media gave the students an 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. Therefore, they could focus on learning speaking interestingly. The use of video made the classroom atmosphere more enjoyable and led the students active to practice speaking English.

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