

## IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF VIDEO-BASED SCIENTIFIC APPROACH

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Article Info	Abstract
<p><b>Article History</b> Received: June 2020 Revised: June 2020 Published: July 2020</p> <p><b>Keywords</b> Writing instructions; ELT learning; Communicative learning;</p>	<p><i>The objective of this classroom action research (CAR) was to improve the students' speaking skills through video based scientific approach at class XI MIPA 1 SMAN 9 Mataram in the Academic Year of 2019/2020. The CAR was conducted in two cycles. Each cycle consisted of three meetings. The steps were reconnaissance, planning, action and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. The data collected were in the forms of qualitative. The qualitative data were gained through observing, interviewing the English teacher and students, and taking photographs. The data were in the forms of vignettes, interview transcripts, and photographs. In addition, this research implemented five criteria of validity namely democratic validity, dialogic validity, outcome validity, process validity, and catalytic validity. To get the trustworthiness, the researcher used some triangulation principles such as time triangulation and investigator triangulation. The results of this research showed that using videos based on scientific approach in the teaching and learning of speaking was proved to improve the students' speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic in learning speaking. They could actively involve in the speaking learning process. Moreover, the students were more confident and fluent in speaking practices.</i></p>
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### INTRODUCTION

In our country, the goals of English language teaching in the senior high school are to set the learners to get ready for communication in both spoken and written English and to make the students to achieve informational level of communication (Rachmawati, 2020; Haerazi, et al., 2018). It means that through English, the students are able to access knowledge and they are ready to move to the higher education level. In fact, there are many students who are not aware of the benefit of mastering both spoken and written English (Iman, 2020). Through both skills, they can communicate with native speakers and those who speak using English around the world. Furthermore, the students' speaking skill still have difficulties and low confident to speak English in front of the class. It is in line with some studies that informed the same challenges and difficulties (Mali, 2017; Firdaud & Amaniarsih, 2018; Haryadi & Aprianoto, 2020; Suadiyatno et al., 2020; and Salim et al., 2020)

Teaching speaking is not an easy job for teachers at the level of senior high schools. Speaking is categorized as a productive skill. It used speeched to express meaning to other interlocutors (Syafii et al., 2019). As a matter of fact, the students have some problems dealing with language skills, especially in speaking skills. The lack of practice both inside and outside the speaking classes is the dominant factor for students failed in acquiring speaking skills (Alghaberi, 2019). In addition, according to Buhari (2019), there are some features that make speaking difficult. Those include clustering, redundancy, reduced forms, performance

variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction (Hidayati, 2019).

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in SMAN 9 Mataram. Based on the observation, he found that from four basic skills, speaking was the most difficult skill. He also found that there were some problems that influenced students' development in learning speaking. Those problems were the students' confidence and participation, the lack use of facilities and media, monotonous materials, and uninteresting techniques and activities.

Related to those condition, students can learn best when they are physically, emotionally, and cognitively stimulated and involved in the teaching learning process. So, the researcher should make the teaching learning process more communicative, contextual, attractive, and then the last improving the students' English speaking skill. In fact, the teaching learning process cannot run well without any teaching media to support. In other word, media has an important role in the teaching learning process. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful learning. Videos may give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. The students may obtain meaningful contexts for language that is being learned through videos.

Based on the problem, the researcher assumed that the students needed not only the media of teaching but also a teaching approach which could make them easier to understand the material. They also needed more practice than listening to the teacher's explanation only. The researcher was sure that the scientific approach of curriculum 2013 would be good for teaching speaking. The 2013 curriculum provides a new approach in teaching process as a demand in 21st century. It provides scientific approach to develop the students' skill, knowledge and attitude. Moreover, the scientific approach in 2013 curriculum focuses on the productive, creative, innovative and affective students through integrated skills, attitudes, and knowledge. This goals can be achieved by designing the effective and meaningful instruction to the students. Hence, the teacher was supposed to use scientific approach in teaching and learning process (Zaim, 2016).

For those reasons, the researcher decided to conduct an action research to improve the students' English speaking skill in Class XI MIPA 1 through video based on scientific approach. To identify and overcome the existing problems, the researcher worked collaboratively with the English teacher and the students of Class XI MIPA. Finally, as the problems were solved, the students were expected to be able to improve their English speaking skill.

## **RESEARCH METHOD**

Based on research objective, this research was categorized into action research. Action research is related to the ideas of reflective teaching and the teacher as a researcher. Burn (2010:2) states that action research involves taking a self-reflective, critical, and systematic approach to exploring teachers' own teaching context. Burns also stated that the aim of action research is to identify problematic situation that the participants consider worth looking into more deeply and systematically.

### **Research Design**

Henning, Stone, and Kelly (2009) point out that action research is conducted in local setting and undertaken for the purpose of improving by introducing more effective teaching strategies. Actually, there are some different models of action research proposed by some experts but this research would use the action research model proposed by Kemmis and McTaggart (1988) which was the most suitable one for the research conducted by the

researcher. Here are the schema of the cycle of action research that was proposed by Kemmis and McTaggart

### **Population and Sample**

The researcher conducted a research in SMAN 9 Mataram located on Jl. Jendral Sudirman. The research was conducted in class XI Science where there were about 30 students in the classroom. The researcher observed some aspects and problems related to the teaching and learning process in this school in observation before conducting the research. The condition of building and facilities of the school was quite good. It was tidy, and the facility was also supporting the teaching and learning process. There was no language laboratory, but the school had a multimedia laboratory. The multimedia laboratory was supported with an LCD and sound systems. The researcher used multimedia laboratory to conduct the research.

### **Instruments**

In this research, the researcher took a part as an observer to collect the data and also the one who implemented the action. The collaborators are the English teachers. While the researcher implemented the action, the collaborators act out as the observer to observe the researcher action. Meanwhile, in order to gain the qualified data, the data were collected by using observation checklist, interview guidelines, and a speaking rubric. Observation Checklist was used to record behaviors during sessions of the research quickly, and accurately. Interview Guidelines consisted of some questions or issues to be explored during the interview. It helped the researcher to conduct the interview systematically. Speaking Rubric was used to assess and collected the data about students' speaking ability. The rubric focused on five aspects of speaking such as: fluency, accuracy, vocabulary, pronunciation, and comprehension.

### **Data Analysis**

The data of the research were qualitative and also quantitative. The qualitative data were obtained through observation, interview, and documentation related to teaching and learning process of speaking classroom. The data gained are in the form of qualitative data. The data in the form of qualitative were analyzed by using some stages, such as: (1) assembling the data, (2) coding the data, (3) comparing the data, (4) building interpretation, and (5) reporting the outcomes.

## **RESEARCH FINDINGS AND DISCUSSION**

This part of the article presents the research finding and discussions which provide evidence for answering the research questions of the study. As proposed in Chapter 1, the research question is how can the use of video-based scientific approach improve students' speaking skills? This chapter is divided into two parts. Part A is related to the reconnaissance which includes the identification of the field problems, selecting the field problems, determining the action to solve the feasible problems Part B is related to the implementation of the action.

### **Reconnaissance**

In this stage, some problems in the field were identified in some steps. The first step was to conduct a preliminary observation of the English teaching and learning process, especially on teaching the skills of class XI Science of SMAN 9 Mataram. The next step was to hold some interviews with the students of class XI MIPA 1 as the research participants. Before going further on identifying the problems of the field, the researcher, and also as the teacher, showed the facts of the teaching and learning process of speaking class in XI MIPA 1.

There were some problems in the teaching and learning process of English especially in teaching the speaking skills in XI MIPA 1 class of SMAN 9 Mataram. Some problems found in the field were the students' low motivation in learning English, the teacher's inability to encourage the students' motivation to learn, and the teacher's inability to motivate the students to try to speak in English.

After conducting a preliminary observation, the researcher gained the data to find the information related to the teaching and learning process of speaking in class XI MIPA 1 of SMAN 9 Mataram. The data was also done to support the identification of the problems. The researcher found some problems related to the teaching and learning process of English especially in teaching speaking skills. The first problem that the teacher faced to teach speaking skills was about media. Since the media for teaching English in the classroom were limited, the teacher tended to teach the reading and writing skills more than to teach the listening and speaking skills. It was easier for the teacher to teach reading and writing because it did not need any additional media to teach. The teacher could only use the text book and worksheet without any other supporting media to teach.

Another problem faced by the teacher was the students' low ability on speaking. According to the teacher, it was because the teacher rarely taught the students the speaking skills itself. The teacher gave more portions to teach only reading and writing because these skills had more portions in the examination. The next problem which was the hardest problem faced by the teacher in teaching speaking skill was about the students' low enthusiasm and motivation to speak in English. The teacher mentioned that most of the students were shy to speak in English although some of them looked brave to speak in English with unorganized grammar. They were also lazy to speak in English and tended to use Bahasa Indonesia although the teacher had taught them some expressions to be used in their daily activity especially in the classroom.

Moreover the media that the teacher used in teaching speaking was not engaging the students to be more active on speaking. The students stated that the media used by the teacher was only text book and worksheet, so sometimes they felt so bored to do the tasks over and over again. Then the teacher never made some innovation on his way of teaching in order to invite the students to be more active on speaking. The following interview transcripts describe the students' opinions about the way their teacher teaches them.

### Selecting the Field Problems to Solve

After conducting the observation, the researcher found some problems related to the teaching and learning process of English especially on teaching speaking skills in class XI MIPA 1 SMAN 9 Mataram in the academic year 2019-2020. Considering the time, energy, priority, and feasibility of the problems to solve, it was difficult to overcome all the problems found in the field. As it was stated in the beginning of Chapter I, the researcher only focused on improving the students' speaking skills through the use of videos based on scientific approach as the implication of the national curriculum, so the researcher selected the problems that were related to the problems occurring in the teaching of speaking.

Table 1  
The Feasible Problems to Solve related to the Teaching of Speaking

No.	Problems	Code
1.	The limited media to teach the material	Md
2.	The students' low ability on speaking.	S
3.	The students' low enthusiasm and motivation to learn English	S
4.	The teacher did not provide any appropriate models to learn the target language.	TT, Md
5.	The teaching of speaking was monotonous and	TT, Md

	boring.	
6.	The speaking activities did not encourage the students to speak in English optimally.	TT
7.	The classroom English was not optimally used during the teaching and learning process.	TT

*S : Students; Md : Media; TT : Teaching Techniques; T : Teacher*

After having a discussion with the collaborator and reviewing some theories related to the teaching of speaking, the researcher determined some actions expected to offer some solution to the problems.

Table 2  
The Feasible Problems to Solve and the Solutions

No.	Feasible Problems to Solve	Solutions
1.	The limited media to teach the materials.	Using videos as interesting media to teach and to deliver the materials to the students.
2.	The students' speaking	Making the students familiar to speak in English by drilling and giving good examples of speaking in English. Giving them as many as possible chances to speak in English. Applying some communicative speaking activities.
3.	The students' low enthusiasm and motivation in learning speaking.	Using videos to engage students' attention and enthusiasm to learn the material. Applying some communicative speaking activities.
4.	The teacher did not provide any appropriate models to learn the target language.	Using videos consisting of authentic models of English as teaching and learning media.
5.	The teaching of speaking was monotonous and boring.	Using videos consisting of authentic models of English as teaching and learning media. Applying some communicative speaking activities.
6.	The speaking activities did not encourage the students to speak in English optimally.	Applying some communicative speaking activities. Ask the students to be active to speak in English by giving some rewards and praises on that.
7.	The classroom English was not optimally used during the teaching and learning process.	Using classroom English optimally during the teaching and learning process.

To implement the actions, some preparations and plans were done in order to make the actions successful. To implement the actions, the researcher developed some research instruments such as observation checklists and interview guidelines. The observation was conducted during the implementation of the actions and reflection. The interviews were carried out during the planning stage, the implementation of the actions, and reflection. The interviews aimed to get some input and also suggestions related to the problems. The

materials selected were based on the Standard of Competency and Based Competency of senior high school students grade XI and based on scientific approach in the curriculum 2013 revision in 2017. The materials were chosen by the researcher.

The main teaching media during the implementation of the actions were videos. The selection of the media was based on the consideration that by watching the videos, the students would be able to see the real and authentic models of English and could get a good input and examples of English. Furthermore, the videos could engage the students' attention to learn the target language and increase the students' motivation to learn English. The teaching and learning activities were not only watching the learning videos. It was also combined with some activities like games, pictures and videos describing, role-play, and also information gap activities to achieve the teaching and learning goal of teaching speaking to the students as stated in the lesson plan or RPP. The course grid and lesson plans or RPP were made to design the materials and the activities easier. In this case the lesson plan /RPP contains scientific approach.

### **The Implementation of the Actions**

#### **Cycle I**

##### *Planning*

Considering some feasible problems, the researcher planned some actions to solve it. The plans of the actions were expected to improve some aspects when it was implemented.

Table 3  
The Actions and the Expected Improvement to Achieve

No.	Actions	Expected Improvement to Achieve
1.	Using videos consisting of appropriate models of English as the teaching and learning media in the first stage of scientific approach	The materials and classroom activities can be more interesting so it can increase the students' motivation to learn the target language (English). The students had adequate mastery of pronunciation, grammar, and vocabulary.
2.	Applying some communicative speaking activities	The students got involved actively in the activity. Since the students enjoy the activity, they had higher self- confidence to express their ideas. The students had more sufficient opportunities to practice speaking.
3.	Using some motivating and funny videos as an intermezzo	To make the students relaxed for a while and ready to get the next material
4.	Using classroom English optimally during the teaching and learning process	When the classroom English was optimally used, the students could improve their comprehension and they were familiar speaking in English.
5.	Giving feedback on students' tasks	The students had adequate mastery of pronunciation, grammar, and vocabulary.
6.	Giving handouts and worksheets of today's materials	To make the students more easily absorb the material because the handouts and worksheets just focused on the material that the Student's learned.

After making some plans, then the researcher had to perform it in the first cycle. The action plans are performed in the first cycle. The researcher used the videos as the main teaching and learning media to improve the students' speaking skills. By watching the videos, the students could learn how to apply the language in their life context. Most of the videos were taken from [www.youtube.com](http://www.youtube.com). The selection of the videos was based on the consideration between the researcher and the collaborators to choose the most appropriate videos for the students.

The communicative speaking activities applied in the first cycle were games, pictures and videos describing, and role play. The aim of the communicative speaking activities was to give the students many opportunities to speak so that they could understand the use of language in everyday context and also increase their confidence to speak in English since they had to communicate in English in every meeting. In the class, students are seen more active than before doing speaking tasks. The videos are given to guide students about what topics they are going to discuss. It is in line with Haerazi, Utama, and Hidayatullah (2020) who state that learning using videos can involve students in active learning processes.

The classroom English was used in daily classroom activities, such as to greet the students in the beginning of the lesson, to explain the materials, to give instructions and feedback, to summarize the lesson, and to end the class. It makes students become more autonomous learners. The same thing is done by Haerazi, Prayati, and Vikasari (2019) who declare that giving feedback and chance for students to elaborate their knowledge gained from their own learning can motivate them to improve their language skills including speaking skills. Sometimes when the students could not get the point of the researcher's explanation or instruction in English, the researcher translated it into Bahasa Indonesia to make it clear to the students, but still the use of English was more than the use of Bahasa Indonesia in classroom.

#### *Actions and Observations*

The actions in the first cycle were carried out in three days of class meeting on 4<sup>th</sup>, 7<sup>th</sup> and 11<sup>th</sup> February 2020. The actions focused on implementing the use of videos as the media to improve students' speaking skills. The data during Cycle I was collected through observations, interviews, and documentation. The first meeting of Cycle I was conducted on 4<sup>th</sup> February 2020. The time allocation was 90 minutes. In this meeting, in the beginning of the lesson, the researcher (as the teacher) greeted the students and checked the students' attendance. Then, the researcher gave some lead-in-questions to lead the students to the material. After that, the researcher introduced the topic of the lesson to the students. The topic of the lesson was about expressions of asking and giving opinions. Before going further to the explanation of the material, the researcher distributed English text books to the students.

In the implementation of scientific approach, there were five steps to be applied as stated in the previous chapter. It was stated in the while activity of learning process. The first was observing. In this step, the researcher explained the material by playing some videos related to the material of expressions of asking and giving opinions to provide the students with appropriate models of English. The students seemed really interested and enthusiastic in watching the videos. After watching the videos shown by the researcher, the students were asked to identify some expressions of asking and giving opinions. After that, the researcher and the students checked the answer together. Then, the researcher showed other videos - a video of expressions of asking and giving opinions and then asked the students to repeat it together in order to make them familiar with the utterances of expressions of asking and giving opinions.

The second step of scientific approach is questioning. After the students identified some expressions in asking and giving opinions, the researcher divided the students into groups to discuss some language features used in expressions of asking and giving opinions to make the

students understand about the material better. After ten to fifteen minutes, the researcher asked each group to present the result of their discussion, in which later the researcher combined the idea of language features. Due to the fact that some of the students seemed confused with the teacher's explanation, the teacher then explained it in Bahasa Indonesia.

After giving the explanation of the language features used in expressions of asking and giving opinions, the researcher asked the students to do the first exercise in the worksheet. In the first exercise, the students had to fill in the missing expressions in some conversations with the expressions of asking and giving opinions. This exercise had an aim to make the students understand the material of expressions of asking and giving opinion better. After the students finished their first exercise, the researcher checked their answers. Not long after this, the bell rang as the sign that the class was over. The researcher then gave the summary of the lesson and ended the class on that day by praying.

The second meeting of Cycle I was conducted on 7rd February 2020. In this meeting, the researcher continued the activities of the previous meeting. The time allocation was 90 minutes. The same as the previous meeting, the researcher started the class by greeting and checking the students' attendance. This meeting was the continuance of the previous meeting, so in this meeting the researcher still explained about the material of expressions of asking and giving opinions.

The researcher reviewed the previous lesson to make the students remember the material. Hence, the researcher asked the students to mention some expressions of expressions of asking and giving opinions. The students could mention them well. They gave the correct answer. After this, the researcher played some videos as the input for the students to make them more familiar with the material. The students repeated what the speakers said in the videos to learn the pronunciation.

The third step of scientific approach was exploring. The researcher asked the students in pair to find some information in the website about a product then asked their opinion about the product. The students in their turn gave their opinions.

The fourth step of scientific approach was associating. The researcher asked the students to find many kinds of expressions asking and giving opinion by reading some conversation in English text book and also searched in website. Some ideas were writted on a white board by the students to compare any kinds of expressions. The researcher discussed together with the students

The fifth step of scientific approach was communicating. The researcher asked the students to produce a text of dialog about asking and giving opinion. The researcher let them do it in pairs to share their ideas. In this exercise, the students had to make a simple and short conversation about expressions of asking and giving opinions based on some conditions given to them. This activity was aimed to make the students familiar with the expressions of asking and giving opinions used in daily conversation. The researcher let the students asked when they got the difficulties in making the conversation. The students looked so enthusiastic doing this activity. After the students finished with their work on making the conversation, the researcher asked them to present their conversation in front of the class. When the first group wanted to present their dialog the bell rang that indicated time was over the class. The researcher reviewed the material to conclude as the closing lesson.

The third meeting of this cycle was conducted on 11th February 2020. The time allocation was 90 minutes. Same as the previous meeting, the researcher opened the class by greeting the students and checking their attendance. To open the class, the researcher explained the students that in this meeting they would continue to perform their dialog. Most of the students looked fluently in expressing their ideas on the conversation. The next activity planned by the researcher was an interactive class. The researcher wanted the students to explore and practice their ability and also showed their best performances. The students

looked so enthusiastic because they felt so bored when they had to learn the material over and over again. The researcher also mentioned that in this meeting they had to use full classroom English. They could not use Bahasa Indonesia even when they wanted to ask for permission to go outside the class.

At first, the researcher played a funny video and all the students laughed so loudly. The researcher played the funny video in order to make the students enjoy the class first. It was also used to engage the students' attention to the material. The students asked the researcher to play the video again. The researcher played it again. After this, the researcher asked one of the students to share his opinion about the video. After the student gave his opinion, the researcher let him to ask his friend's opinion and then his friend could ask another friend until all the students had their chances to give their opinion. This activity was called "Throw the Ball" game. It was done successfully. The students enjoyed it and they could share their opinion fluently in English.

The researcher played a video again. It was not a funny video but a motivation video. The students still did the same activity like before. They played "Throw the Ball" game but in this activity the researcher gave the punishment for the students who had no idea what to say or took so long time to think. The punishment given by the researcher was asking the students to come to the front the class to tell something they wanted to tell. It could be anything which came on their mind. The researcher just wanted the students to try to speak actively. This activity was done when the class was over. Sometimes the researcher helped the students when they found the difficulties in vocabulary or grammar. While doing this activity, the researcher asked the collaborator to have some note by putting a mark on table of check list when the students active and enthusiastic during the class.

### *Reflection*

Having implemented some actions in Cycle I, the researcher and the collaborator conducted a discussion to make some reflections. The reflections were based on the observations and interviews conducted during the first cycle. In the discussion, the data gained through observations and interviews were analyzed to evaluate the strengths and the weaknesses of the actions carried out in the first cycle. These reflections were used to plan the next actions in the next cycle. The results of the reflections can be seen below.

The researcher used videos as the main media for the teaching and learning process of English in Cycle I. The videos used by the researcher could be used as the input texts or the material for the students and also could be used as the example for the students about how to apply the materials they have learned in the real life context.

The students were happy with the videos given by the teacher as the input for their teaching and learning process because from the videos they could learn the material easily and never get bored. The students would never get bored because they did not have to learn the materials only from the text book or from their teacher. They could also enjoy the teaching and learning process. Moreover, the students could get something new as the sources for their learning process.

Although the videos could provide appropriate models through the native speakers' talk and attract the students' interest and motivation to learn, there were some weaknesses of the video used by the researcher in the Cycle I. Some of the students said that some videos used by the researcher were quite confusing because those videos were so fast both from the speed of the videos itself or from the speakers of the videos so that the students did not get the point clearly. That was why the students sometimes asked the researcher to play the videos twice or more to get the point of the videos. These problems can be seen in this interview transcript. After looking for the strengths and weaknesses of using videos in Cycle I, the researcher could improve it to be better to be implemented in Cycle II.

In the first cycle of the research, the researcher tried to apply some communicative activities to engage the students to learn. Moreover, the communicative activities were also applied to ask the students to be active to speak in the classroom.

The speaking activities such as discussions, pictures and videos describing, and games could improve the students' involvement and speaking ability because they had more opportunities to speak in English. Through practicing, they learnt how to use the language in daily conversation although some of them were reluctant and shy to do some activities in the classroom.

The classroom English was regularly used in the first cycle of the research in order to make the students familiar with English. It was used in the opening of the class, main activities, and closing of the classroom itself. The researcher used classroom English to make the students familiar to say something in English although in a very simple sentence, but in the first cycle the classroom English was not running smoothly. Some of the students still used Bahasa Indonesia to ask something to the researcher or to their friends. They said that they did not know some words in English so they tended to use Bahasa Indonesia. The researcher then said to them that they could use bilingual or mixed the English with Bahasa Indonesia but they could not say the sentences fully in Bahasa Indonesia.

In explaining the material, sometimes the classroom English was not optimally employed by the researcher because the students found difficulties in understanding what the researcher said. So the researcher tended to translate what the researcher said in Bahasa Indonesia in order to make the students understand the researcher's explanation. Although there were some obstacles in employing classroom English, the researcher could still ask some of the students to make a classroom English. They can be an example to their friends. The classroom English was also used to motivate the other students to be active on speaking English in the classroom.

## **Cycle II**

### *Planning*

After making some reflections of the actions of Cycle I, the researcher and the collaborator found that some problems still existed and needed to be solved in the second cycle. The second cycle of the research still focused on the implementation of the videos to improve students' speaking skills. However, the researcher implemented some new and improved actions to be implemented in Cycle II with the hope that the teaching and learning process in Cycle II could be more successful. Those actions were modifying the videos used in the teaching and learning process. The videos used in Cycle II were slower than in Cycle I so that it would be easier for the students to get the point from the videos. Then the researcher also applied more communicative speaking activities and used classroom English in the teaching and learning process.

Different from Cycle I, the researcher in this cycle did not answer the students' questions in Bahasa Indonesia to make them familiar in expressing their idea in English. The students had to use English if they wanted to ask something and they also had to answer the researcher's question in English. In explaining the materials and giving instructions, the researcher applied simple words and synonyms. The researcher also maximized the use of non verbal language such as gestures and body language so that the students could get the point from the researcher explanations and instructions. Demonstrating were also be used and implemented before the students did the speaking activities.

### *Actions and Observations*

The actions in the second cycle were conducted on 18<sup>th</sup>, 21<sup>th</sup>, and 25<sup>th</sup> February 2020. In this cycle, the researcher continued and improved some actions done in Cycle I. The

actions still focused on implementing videos as the main media in the teaching and learning process to improve students' speaking skills. Here is the description of the actions of Cycle II.

The first meeting of Cycle II was conducted on 18th February 2020. The time allocation was 90 minutes like the previous meetings. In the beginning of the lesson, the researcher greeted the students and checked their attendance. The researcher also asked the students' condition on that day. Although in limited vocabulary, the students could answer the researcher's question in English. Then, the researcher distributed the handouts of the material to the students. After the students read the material, the researcher asked their understanding of the material by giving lead-in questions related to their experiences of asking and giving recommendation in daily life. Some of the students answered the questions enthusiastically. After this the researcher explained the material of asking and giving recommendation to the students.

In the first step of scientific approach was observation. The researcher showed the video of the material of asking and giving recommendation to the students. The video was the conversation of two people who are asking and giving recommendation of their friend's problem. This starting video was so easy to understand for the students. The researcher then asked some question related to the video so the students could understand the material easily. In the second step of scientific approach was questioning. The researcher played another video of asking and giving recommendation in order to give chance for the students to identify some expressions of asking and giving recommendation for example in sentence used should, had better and ought to. They discussed in a group of four. After ten minutes, each group gave the report then the right answer would be shown. Here the role of researcher only as a learning facilitator.

The third step of scientific approach was experimenting. The researcher distributed English text book. It consisted of some exercises to be done by the students. First, the researcher asked the students to do the first exercise by individually. The students could ask the researcher when they got difficulties but they had to ask the question in English not in Bahasa Indonesia in order to make them familiar with speaking in English. After they finished their work on exercise I, the researcher and the students corrected the answer together. Surprisingly, they got a good mark. It indicated that they could understand the material given by the researcher before. The researcher gave individual task as their homework to find in the internet more information about expression of asking and giving recommendation in different utterances.

The second meeting of Cycle II was conducted on 21th February 2020. The allocation of the time was 90 minutes. In this meeting, the use of Indonesian translation of classroom English by the researcher was decreased. In the beginning of the lesson, the researcher greeted the students and also checked their attendance. After this, the researcher did such a kind of brainstorming to make the students remember the material of asking and giving recommendation that had been taught in the previous meeting. The researcher then explained the material to make them understand the material better.

The fourth step of scientific approach was associating. The researcher first showed the video to make the students understand the material better. The researcher asked the students to identify the expressions of asking and giving recommendation in the video. The students looked fluently identifying the expressions of asking and giving recommendation from the video. While the students paid attention to the video, the researcher asked them to repeat some utterances from the video to drill them on pronunciation. After this activity, the class was over and the teacher ended the class by giving summary of the lesson and praying together.

After the researcher explained the material, the researcher played a video to make the students relax and understand the material better. The researcher asked the students to repeat

and practice the expressions of asking and giving recommendation from the video to improve students' pronunciation. The researcher then played the video for the second time, and asked the students to pay attention to the video so they could understand the material from the video.

After this activity, the researcher asked the students to do the second exercise in the worksheet. The researcher asked them to do the exercise in pairs and share their ideas with their friends. The researcher also let the students ask the researcher if they got difficulties but they had to ask in English. In this meeting, the students' ability in speaking English was improved especially in their confidence. Since they were familiar to speak in English in the classroom, their ability in speaking English was also increased. After the students finished their exercise, the researcher and the students corrected the answers together.

The students in this activity were asked to give their advice to some problems occurred in the videos given by the researcher. The researcher and the students played "Throw the Ball" game again. The researcher asked the students to show their advice of the problems occurred in the videos orally, and then they pointed their friends to be the next performer. The students looked very enthusiastic doing this activity. In this activity, all the students got the same chance to speak and gave their advice. After doing this activity, the time allocation of English class on that day was almost over. The researcher gave summary and asked the students' opinion about the teaching and learning process on that day. The students said that they love the class because they did not have to listen to the explanation from the teacher only, but they also could actively speak in English.

The third meeting of Cycle II was conducted on 25th February 2020. It was the last meeting of Cycle II. In this meeting, as usual the researcher opened the class by greeting the students and checking their attendance. The fifth step of scientific approach was communicating. After doing a brainstorming by asking the students about the material they had learned in the previous meeting, the researcher showed a video about the material of asking and giving recommendation to the students. The students seemed really interested and enthusiastic in watching the video. In this meeting, the researcher focused on the production stage so that the researcher gave as many chances as possible for the students to speak and explore their ability in English.

After watching the video given by the researcher, by having knowledge and experience in learning the expression of asking and giving recommendation, they were asked to make a conversation about asking and giving recommendation from the problems shown in the video. This activity seemed easy for them because they were familiar with making conversation in pairs. The dialog would be presented as the product of learning process. The researcher went around as the collaborator for students who got difficulties. The students practiced their conversation.

After that, the researcher asked the students to make a role-play. The researcher divided the students into six groups and each group consisted of 5 students. They were asked to make a role-play about daily life activity by inserting the expressions of asking and giving recommendation in the conversation of the role-play. The researcher said to the students that the researcher would give a mark for every performance so they had to show their best performances. When the students showed their performance, they looked so enthusiastic because the researcher pretended to record their performance on video. The researcher just pretended to record it because the memory card of the researcher's phone was full so it could not record the students' performance at that time. Based on the observation in the previous meeting, the researcher knew that the students looked more enthusiastic to involve themselves in every activity when they knew that the researcher recorded it.

After all the students performed their role-play performance, the researcher asked them whether they felt the improvement on their speaking ability or not. They totally agreed that

there was an improvement on their speaking ability, especially after they learned with the videos. The following field notes will prove this fact. When the allocation time was over, the researcher ended the lesson by summarizing and praying. Before the researcher left the class, she told the students that in the next meeting which was post-test meeting, they would have a test like today role-play activity but with different friends in a group. The clues would be given in the next meeting. The role-play had to insert the expressions of asking and giving recommendation. The students got the point of the announcement from the researcher and then the researcher closed the class.

### *Reflection*

After finishing the actions in Cycle II, the researcher and the collaborators did a final reflection to evaluate the actions implemented. The reflection was used to fulfill the democratic and dialogic validity. It was proven from the research conducted by the researcher that videos could be the effective media to teach English especially to improve students' speaking skills. Through the videos, the students could get appropriate models of English. They also could learn how to use the language in the real life context or in daily life conversation. From the videos, the students' pronunciation, grammar, fluency, vocabulary mastery, and comprehension of the material were also increased. Moreover, the students felt interested and highly motivated to pay attention and participate to the lesson. They like the teaching and learning process using videos as the main media to explain the materials and to give a real example of the use of some expressions in the real life. They liked it because by watching the videos, they could understand the materials easily.

In the observation of the English teacher, mentioned that the students' ability on speaking was also improved by using videos as the main media for the teaching and learning process in the classroom. The students were not only improving their ability on speaking on each aspect of it such as pronunciation, grammar, accuracy, fluency, and vocabulary, but also increasing their confidence to express and share their ideas in English. Communicative speaking activities were successfully used to improve the students' ability and confidence in speaking English. From the communicative speaking activities, the students got many chances to speak and improve their speaking ability. They could perform dialogues with proper words, correct grammar, and appropriate gestures. They also could pronounce the words correctly. Moreover, pair discussions and group works could also help them to more understand the material since they could discuss it with their friends. It also increased their participation, involvement, and interaction with others.

Classroom English was effective to ask the students to be active in speaking English since it provided the students many opportunities to speak. The implementation of classroom English could improve the students' speaking skills. Although classroom English seemed difficult to be implemented in Cycle I, it could be successfully implemented in Cycle II since the students were already familiar with the English words in certain circumstances. In addition, the use of giving feedback successfully helped the students to improve their speaking skills since the feedback given on their works including pronunciation, vocabulary, and grammar were followed by drilling so they rarely made the same mistakes.

## **CONCLUSION**

The researcher had conducted an action research in XI MIPA 1 class of SMAN 9 Mataram from 15th February until 19th March 2020. The aim of this research was to improve the students' speaking skills through the use of videos. The researcher decided to improve the students' speaking skills because the English teacher of this school just focused on teaching reading and writing skills. Whereas, the students need a good ability to speak in English in order to face the globalization era. As we know, the globalization era needs the people who have a good ability in English both in written or spoken form. The action of the research was

implemented in 2 cycles. Each cycle consists of three meetings. In every meeting, the researcher used videos based scientific approach as the main media to teach the material to the students. By using the videos based scientific approach, the researcher could show the students how the way native speaker speaks in English in a correct grammar and pronunciation. In addition, the researcher could also show the students how to speak fluently and appropriately in English. Moreover, videos could increase the students' vocabulary in English. For the motivation of the students itself, videos could attract the students' attention and motivation to learn the material better than if they only learned the material from the books.

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