AN UNDERGRADUATE THESIS

A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN

STUDENTS LEARNING THROUGH SHORT VIDEO AND

LEARNING IN CLASSROOM OF THE ELEVENTH GRADE OF

SMA MUHAMMADIYAH BRAJA SELEBAH

Agung Pangestu

Student Number: 1701070160

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO

1443 H/ 2022 M

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

Agung Pangestu

Student Number (1701070160)

Tarbiyah and Teacher Training Faculty

English Education

Sponsor: Drs. Kuryani, M.Pd

Co-sponsor: Andianto, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/ 2022 M

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
                 of Agung Pangestu
To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Agung Pangestu
Student Number : 1701070160
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : A COMPARATIVE STUDY OF SPEAKING ABILITY
                  BETWEEN STUDENT WHO LEARN THROUGH SHORT
                  VIDEO AND WHO LEARN IN CLASSROOM AT
                  ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA
                  SELEBAH

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 29 Mei 2022
Sponsor

Head of English Education
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NOTA DINAS

Nomor	:	
Lampiran	: -	
Perihal	: **Mohon Dimunaqosyahkan Skripsi**	
	Agung Pangestu	

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	: Agung Pangestu	
NPM	: 1701070160	
Jurusan	: Tadris Bahasa Inggris (TBI)	
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Jurusan TBI

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APPROVAL PAGE

Title : A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENT WHO LEARN THROUGH SHORT VIDEO AND WHO LEARN IN CLASSROOM AT ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH

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RATIFICATION PAGE
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An Undergraduate thesis entitled: **A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENTS LEARNING THROUGH SHORT VIDEO AND LEARNING IN CLASSROOM OF THE ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH** .Written by: Agung Pangestu, Student Number 1701070160, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday , June 21, 2022 at 10:00– 12:00 a.m

BOARD OF EXAMINERS:

Chair person	: Drs. Kuryani, M.Pd	(....................)
Examiner I	: Dr. Mahrus As'ad, M.Ag	(....................)
Examiner II	: Andianto, M.Pd	(....................)
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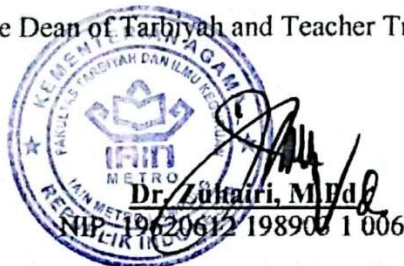
A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENTS LEARNING THROUGH SHORT VIDEO AND LEARNING IN CLASSROOM OF THE ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH

ABSTRACT
By:
AGUNG PANGESTU

This study was aimed at an investigation of differences in the speaking ability by students of SMA Muhammadiyah Braja Selebah learning through short video and learning in classroom. This study used an approach with quantitative research design in finding answers to the problems in this study. The study has population of 40 students of 1 class in 11th grade students of SMA Muhammadiyah Braja Selebah. Researcher used speaking/oral test (*introducing yourself*) selected students who learn through short video as many as 15 students, and who learn in classroom as much as 15 students as a sample. It found the result value of T 1.008 and T_{table} is 1.345 at the 5% significant level with the level of freedom (df) of 28. It shows that T is lower than T_{table}, it means that Ho is rejected and Ha is accepted. In addition, the results of the independent T_{test} sample calculations and other calculations (homogeneity and normality) using SPSS 25 program also supports the interpretation of T_{test} results.

The result of hypothesis testing is determined that alternative hypothesis (Ha) states that there is a significant difference in the ability of speaking English between English Short Video Learner and English Classroom Learner by the eleventh (XI) grade SMA Muhammadiyah Braja Selebah is accepted, while the null hypothesis (Ho) states that there is no significant difference in the English speaking ability between English Short Video Learner and English Classroom Learner by eleventh (XI) grade of SMA Muhammadiyah Braja Selebah is rejected that proved by the final calculated score the T of 1.008 < 1.345.

STUDI PERBANDINGAN MENGENAI KEMAMPUAN SPEAKING (BERBICARA) ANTARA SISWA YANG BELAJAR MELALUI VIDOE PENDEK DAN YANG BELAJAR DIDALAM KELAS PADA SISWA KELAS XI SMA MUHAMMADIYAH BRAJA SELEBAH

ABSTRAK

By:

AGUNG PANGESTU

Studi dimaksudkan kepada sebuah investigasi perbedaan pada kemampuan berbicara oleh siswa SMA Muhammadiyah Braja Selebah yang belajar melalui video pendek dan yang belajar didalam kelas. Studi ini menggunakan pendekatan kuantitatif dalam menemukan jawaban dari permasalahan di studi ini. Studi ini memiliki populasi yang terdiri dari 1 kelas pada siswa-siswa kelas 11 di SMA Muhammadiyah Braja Selebah. Jumlah populasi 40 siswa. Penelitian dengan speaking/oral tes, diketahuilah siswa yang belajar melalui video pendek sebanyak 15 siswa dan yang belajar di dalam kelas 15 siswa sebagai sampel. Setelah mendapatkan data siswa, penulis menganalisa data tersebut menggunakan formula independent sampel t_{test} untuk menguji hipotesis. Dari analisa data tersebut didapatilah nilai hasil dari T_{hitung}

Hasil dari pengujian hipotesis ditetapkan bahwa hipotesis alternative (Ha) menyatakan bahwa terdapat perbedaan yang signifikan pada kemampuan berbicara bahasa Inggris antara siswa yang belajar melalui video pendek dan siswa yang belajar didalam kelas pada kelas sebelas (11) SMA Muhammadiyah Braja Selebah diterima, sedangkan hipotesis null (Ho) yang menyatakan bahwa tidak ada perbedaan pada kemampuan berbicara bahasa Inggris antara siswa yang belajar melalui video pendek dan siswa yang belajar didalam kelas di kelas sebelas (11) SMA Muhammadiyah Braja Selebah ditolak dengan hasil T_{hitung} adalah 1.008 dan T_{tabel} adalah 1.345 pada level signifikan 5% dengan tingkat kebebasan (df) 28. Hal itu menunjukkan bahwa T_{hitung} lebih kecil daripada T_{tabel}, maka jelaslah bahwa Ho ditolak dan Ha diterima. Sebagai tambahan, hasil

kalkulasi independent sampel test dan perhitungan lainnya (normalitas dan homogenitas) yang menggunakan program SPSS 25 juga mendukung penjelasan dari nilai hasil $T_{tes.}$

Hasil dari pengujian hipotesis ditetapkan bahwa hipotesis alternative (Ha) yang menyatakan bahwa terdepat perbedaan yang signifikan pada kemampuan berbicara bahasa Inggris antara siswa yang belajar melalui/menggunakan video pendek dan siswa yang belajar didalam kelas, pada kelas sebelas (XI) SMA Muhammadiyah Braja Selebah diterima, sedangkan hipotesis null (Ho) yang menyatakan bahwa tidak ada perbedaan yang signifikan pada kemampuan berbicara bahasa Inggris antara siswa yang belajar melalui video pendek dan siswa yang belajar didalam kelas di kelas sebelas (XI) SMA Muhammadiyah Braja Selebah ditolak dengan hasil uji hipotesis dari nilai Thitung yaitu 1.008< 1.345.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:
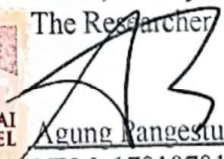
Name   : Agung Pangestu

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 15 July 2022
The Researcher

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x

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Nama   : Agung Pangestu
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Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Juli 2022

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Agung Pangestu
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MOTTO

Alhamdulillahi rabbil'aalamiin
(Praise be to Allah, the Cherisher and Sustainer of the Worlds)
(QS: Al-Fatihah: 2)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved mother; may Allah bless you and peace on you the day you was born, the day that you dies, and the day that you will be raised up to life!

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, Lord of the Worlds, who has bestowed strength and health upon the writer in the finishing this research paper. Peace and blessing be upon our prophet Muhammad Shalallahu'AlaihiWassalam, his family, companions, and all his followers.

Alhamdulillah by the grace of Allah the Highest, the writer could finish his research paper after long hard effort of writing. Thus, he would like to express his greatest gratitude to his beloved parents (*Siti Kotijah and Sulisno*) also his only brother (*Aris Munandar*).

The writer also would like to express her deep appreciation and gratitude to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung.
4. Drs. Kuryani, M.Pd, as the first thesis supervisor.
5. Headmaster, Teacher, Staff of SMA Muhammadiyah Braja Selebah, who gives permission to the researcher to conducts the research in this school.

Metro, 15 July 2022

Agung Pangestu
1701070160

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of many tools that human use to communicate with other. Language is not only in the form of spoken but also gesture, and body language. Language also has the characteristic which can be understood by the people and people use language to express their feelings to give information or to share their idea, opinion, and messages. That is why language has the strong influence in daily life. English is currently one of the most widely spoken languages on the world. It is use and spoken by the majority of world citizen. English is lingua franca and some country using English as their official language such as United Kingdom (UK), United State of America (USA), India, and so on. In Malaysia, Singapore, Brunei Darussalam has adopted English as their second language and for Indonesia English is in the third status as the foreign language.

Due to the importance of English in human activities, the students must be able to mastering English in order to face the wave of globalization, modernity, science and technology. As a result, the Indonesian government determined that English would be the first foreign language to thought in elementary, junior high, senior high, and university. One of the reasons why English is taught in those educational levels, especially in senior high school is at least the students is able speaking English as good as possible. Listening,

speaking, reading and writing are some of the English language abilities. Speaking ability may be regarded the most essential skill in learning English in this instance. Every day, individuals generate ten thousands of words, but some people produce much more.

During the pandemic situation that makes the classroom lesson activities in such a hard condition to do, students are gaining their way to learn about English. In this case is speaking skills. Many of them took an English course to study and practicing their speaking and half of them choose a different way of learning and increasing their speaking skill by watching a short video. In many different way to developing or increasing their speaking skill surely has different in the result which is in this examine the researcher want to know about it. So, it is inspired the researcher to research this idea in SMA Muhammadiyah Braja Selebah on the eleventh grade students. The researcher assumed that the students learned through a short video will have a better speaking ability than the students learned in classroom.

B. Problem Identification

To identify the existing problems and the differences of effectiveness teaching and learning process before and during the pandemic, the researcher observed the English teaching and learning process in eleventh grades of SMA Muhammadiyah Braja Selebah during this pandemic situation by interviewed the English teacher. After conducting the interview, the researcher learned about the causes of the issue in the teaching and learning of English,

particularly in the area of speaking. According to the interview, there are certain issues with the student's capacity to talk, as follows:

1. The lack of understanding the subject lesson.

2. Low motivation.

3. The limit of media learning.

And there is no significant different on teaching learning process before or during the pandemic situation. The only different thing is that no face-to-face learning/classroom activities. They are now applying online class like others school.

C. Problem Formulation

In light of the background above, the researcher summarized the articulation of the issue as follows:

1. Is there any difference on speaking ability of the students learning through short video and learning in the classroom?

2. What is factor which affects the students' speaking ability?

D. Objective and Benefit of the Study

The following are the study's objectives, which are dependent on the study's problem:

1. Objective of the study

1) To understand the differences in speaking skills between the students learning through short video and learning in the classroom.

2) To understand about the factors influence a student's ability to speak.

2. Benefit of the study

Overall, this study is anticipated to provide useful information on the outcomes of two alternative approaches to learning English. Specifically, it is expected to have the benefits as follows:

a. Theoretically

    1) The research is intended to be one of the factors that the teacher should consider while teaching English in the classroom.

b. Practically

    1) For the student they can use it as information that there is multiple choices and way to learn English or to develop their skill in English.

    2) For the next researcher as prior information to conducting in the next research to start their own research related to this kind of problem and idea.

E. Prior Research

For this research the writer take certain individuals to be the earlier research to compare with the writer research.

The research of Nor Falah (student of FKIP State Islamic Institute of Palangka Raya), "Comparative Study of Speaking Achievement between English Course Taker and Non- English Course Taker by Eleventh Grader at SMAN 2 Palangka Raya" in the academic year 2017/2018. His research was conduct in SMAN 2 Palangka Raya on 2017/2018.

The study's results suggest that ECT (English Course Taker) and NECT students talk differently (Non English Course Taker). However, there is a major difference between ECT and NECT. The statistical outcome of the hypothesis test persuades it. Using an independent sample t test, the sig value was 0.036 < 0.05 (2-tailed). It occurs because of a number of factors and issues that affect students' ability to speak, including self-confidence, time for preparation, etc.[1]

M. Budi Tama, a student of the IAIN Palangkaraya, Department of Tarbiyah, English Education Research Program 2010, conducted a second similar study. His research is "In the tenth grade of SMA 1 Pangkalan Bun, a comparison was made between students who took an English course and those who did not take an English course in terms of mastering vocabulary". There is no differential in vocabulary knowledge between individuals who attended an English course and those who do not, according to the results of this research.[2]

Considering the prior research above, the author has same case that is speaking ability of the students learning through a short video and learning in the classroom.

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[1] Nor Falah, "*Comparative Study of Speaking Achievement Between English Course Taker and Non-English Course Taker by Eleventh Grader at SMAN 2 Palangka Raya*", (IAIN Palangka Raya, 2018).

[2] Budi Tama, "*A Comparative Study Between The Students Who Join English Course and Those Who Do Not Join English Course in Mastering Vocabulary at Tenth Grade of SMA 1 Pangkalan Bun*", (IAIN Palangka Raya, 2010)

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Speaking

1. Definition of Speaking

Brown claims that speaking is a vital skill that may be noticed directly and empirically; nonetheless, this perception is always effected by the precision and viability of the test-listening taker's abilities, jeopardizing the reliability and legitimacy of an oral production test.[3] It implies that the listener can assess what we say right away when we speak. Florez and Howarth characterize speaking as a two-way process involving the actual communication of ideas, information, or feelings, while Eckard and Kearny define it as a two-way system includes the real transmission of ideas, information, or emotions.[4]

Furthermore, Burns, Joyce, and Louma attempt to define speaking as a collaborative meaning-making activity that includes function to perform, reception, and processing. The context in which speech occurs, which includes the persons, the physical surrounds, and the speaking goals, determines its form and meaning.[5] We may deduce from those definitions that speaking refers to a student's capacity to communicate himself or

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[3] H. Dougles Brown, *Language assessment principle and classroom practice* (New York: Pearson Education, 2004), 140-141

[4] M.A.C. Florez, *Improving Adult English Language Learner's Speaking Skills* (online), 1999.

[5] Anne Burns and Helen Joyce, *Focus on Speaking*, (Sidney: National Centre for English Language Teaching and Research, 1997).

herself verbally, clearly, fluently, and properly in a given relevant situation.

2. The Nature of Speaking

Speaking is a valuable practice that needs a number of prerequisites, including knowledge, self-confidence, self-esteem, and enthusiasm. Once listeners attempt to speak, their attention is attracted instantly to the speaker's voice. They make certain early, and sometimes unconscious, judgments about the native/non-native speaker's personality, attitudes, are of origin, and status based on what they hear. People use their words to communicate a picture of themselves to others, whether intentionally or subconsciously. They also create a texture for your performance by utilizing pauses in pace and changes in tone, loudness, and intonation to complement and enhance what is being stated.[6]

3. Speaking Achievement

The capacity to communicate verbally is known as speaking accomplishment.[7] The goal is not only to utilize grammatically acceptable phrases; it's also to understand when, where, and for whom these sentences should be used. The capacity to communicate is linked to the principles of grammar and language use. Spoken language is a kind of communication ability that occurs orally. Communicative competence necessitates the bargaining of meaning amongst two or more people who share specific linguistic skills. In the sense, communication competence is

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[6] Sari Luoma, *Assesing Speaking*, (Cambridge University Press, 2004). Pg: 89
[7] Glenn Fulcher, *Testing Second Language Speaking*, (Hongkong: Pearson, 2003). Pg: 76

more of an interpersonal rather than an interpersonal characteristic. As the researcher pointed out, the capacity to communicate is the primary objective of language acquisition on foreign language classes. To accomplish the objective, students must arrive at the next stage at the same time; determine what to say; pick the pattern they will use to choose the right words, apply the correct accent, and say it in the correct circumstances; and decide what to say.[8]

4. **Component of Speaking**

Accent or pronunciation, vocabulary, grammar, and fluency are the four components of language to examine.

a. **Accent/pronunciation**

Pronunciation is the process of pronouncing a language or a specific word or sound.[9] Vowels, consonants, accents, and intonation patterns are all part of the pronunciation process. While perfect interpretation of all consonants is not needed for communication, a lack of skill may affect sounds of the words spoken. In the event that students are experiencing difficulty uttering a specific sound, the teacher might describe the tongue and lip movements to learners.

When creating an oral expression exam, we must determine if the assessment of their pronunciation became the mother tongue or a foreign language. On the amount of difficulties in identifying

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[8] Jack C. Richard & Richard W. Schmidt, *Language and Communication*, (London and New York: Longman: 1993). Pg: 201

[9] Sally Wehmeier, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press 6th Ed, 2000). Pg:173

consonants in the different language that do not present in languages someone are previously familiar with there are several factors to know the student's pronunciation according to the FSI component's scales:

1) Pronunciation frequently unintelligible

2) Understanding is difficult due to many egregious mistakes and a strong accent, which requires frequent repeating.

3) The 'foreign accent' requires careful listening, and mispronunciations may lead to misunderstandings and apparent grammatical or lexical mistakes.

4) There is a distinct 'foreign accent' and occasional that does not obstruct comprehension.

5) There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.

6) Native pronunciation with no trace of 'foreign accent'.

b. Grammar

Grammar is a set of rules for generating words and phrases.[10] The grammar of language is a statement of how words in that language change form and may be joined into sentences. If grammar is understood, spoken communication runs easily. Learners are able to identify words in phrases quickly and accurately in order to

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[10]Sally Wehmeier, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press 6th Ed, 2000).

comprehend them. They should use grammatical phrases to ensure that the listener understands what they are saying.[11]

There are several factors to consider while evaluating grammar:

1) Except for a few common phrases, the grammar is nearly completely correct.

2) Errors that demonstrate control of a few key patterns and often hinder discussion.

3) Frequent mistakes reveal certain significant tendencies that are out of control, creating frustration and confusion.

4) Occasional mistakes reveal a lack of control over certain patterns, but no flaws that lead to misinterpretation.

5) There aren't many mistakes, and there aren't any failure patterns.

6) During the interview, there should be no more than two mistakes.

c. **Vocabulary**

Because many individuals who are skilled in language make their conversation comprehensible, vocabulary or word choice becomes an essential element of communicating. To talk, you will need a vocabulary. In most cases, vocabulary is learned via speech or conversation. Students will be able to communicate more actively as a result of this. We may obtain your mark by assessing of your vocabulary is enough or inadequate when we go on the vocabulary exam. The vocabulary's component scales are as follows:

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[11] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman 3rd Ed, 2002). Pg:108

1) Even the most basic communication requires a large vocabulary.

2) Only minimal personal and survival vocabulary is available (time, food, transportation, family, etc)

3) Words choices may be incorrect, and a lack of vocabulary prevents discussion of certain popular professional and social topics.

4) Professional language is sufficient to discuss specialized topics, whereas broad vocabulary allows for non-technical topics to be spoken using circumlocutions.

5) Professional vocabulary is comprehensive and precise, with a generic vocabulary that allows you to deal with a wide range of practical issues and social settings.

6) A vocabulary that seems to be as exact and wide as that of a native speaker who has been educated.

d. Fluency

Fluency is most frequently expressed metaphorically while learning a second language. Slow and irregular speech is the result of a lack of skill.[12]

The following phenomena, according to Fulcher**,** may be utilized to explain what we understand by dexterity:

1) Hesitations are made up of pauses that may be empty (silent) or filled (noises like "erm").

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[12] Glenn Fulcher, *Testing Second Language Speaking*, (Hongkong: Pearson, 2003). Pg:228

2) Repetition of the curriculum or words

3) Changing the language

4) The usage of cohesive devices, especially pronouns, should be corrected.

5) The speaker begins in such a way that the grammar foreshadows what will come next, but then changes the structure of the phrase halfway through.

5. Speaking Ability

a. Definition of Speaking

Speaking is a valuable oral skill. Speaking is described as the development of systematic vocal utterances to convey meaning, as discovered by Florez, as an intuitive course of meaning construction that involves the generation, reception, and processing of information.[13] Ladouse defined speaking is an activity to explain someone in a certain situation or an activity to report/inform something.[14]

Speaking, according to certain scholars such as Gower, Philips, and Walter, is a production skill that might be partitioned into two classes: accuracy and fluency. In specific errands, accuracy entails the

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[13] M.A.C., Florez, *Improving Adult English Language Learners' Speaking Skills*, (ERIC digest ED435204. Retrieved July 7, 2002 from ERIC database. 1999)

[14] David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press. 1991)

use of vocabulary, grammar, and pronunciation.[15] Bygate mentions two more elements: the capacity to create and interact**.** The opportunity to talk without a time restriction occurs in the production capacity, and there is a negotiation between the pupils in the interaction capacity. Both skills assist pupils in improving their speaking abilities.[16]

b. Definition of Ability

According to Soehardi, ability is an inherent talent in a person to perform physical or mental activities acquired from birth, learning, and from experience.[17] The relationship with the ability to speak is that each of us has a tongue, teeth, throat and organs supporting the formation of sound or speech, but the environment, especially the family also has a direct impact on the development and improvement of a person's speech ability. In addition, the content or style of language used is also influenced by the environment around where the child/we are born and grow.

The explanation above refers to events in general, of course it will be different for people with special needs where the supporting organs of speech exist but their capabilities are limited. Based on Learning Theory, children acquire language knowledge through three processes: Association, imitation, and reinforcement. Association means

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[15] R. Gower, D. Philips & S. Walters, *Teaching practice handbook*, (Oxford: MacMillan Education. 1995)

[16] M. Bygate, *Speaking: The Cambridge guide to teaching English to speakers of other language*, (Cambridge: Cambridge University Press. 1987)

[17]Soehardi, *Esesnsi Perilaku Organisasional*, Bagian Penerbit Fakultas Ekonomi Sarjanawiyata Tamansiswa, Yogyakarta. 2003)

justifying a sound with a particular object. Imitation means imitating the pronunciation and structure of the sentences he hears, and affirmation is meant as an expression of joy expressed when the child pronounces the words correctly.[18]

In other word, speaking ability is oral skill and an interactive process of constructing meaning from the speaker to the audience. It is can be delivering information, idea, news, story and so on.

6. Speaking Ability Assessment

Pronunciation, grammar, vocabulary, fluency, understanding, and task are the six components that must be assessed in speaking, according to Brown.[19]

a. Pronunciation

Pronunciation is the way a word or language is pronounced. In which there is articulation, emphasis, and intonation.

b. Grammar

Grammar refers to the mechanism according to which language works when it is used to communicate.

c. Vocabulary

Vocabulary is the set of several words that are combined, so that they have a meaning.

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[18] Rachmad, *Metode Penelitian*. (Pustaka Belajar: Yogyakarta. 1986)
[19] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco State University, 2004).

    d. Fluency

Fluency is how flow and efficiency in conveying ideas when someone speaks.

    e. Comprehension

Comprehension is the ability to receive and interpret a series of communication activities.

    f. Task

A task is a specific work activity carried out to achieve a specific purpose.

B. Factors Affecting Student's Speaking Ability

Certain factors affect learner speaking skills and certain problems with speaking, according to Nguyen and Tran in the Asian Journal of Educational Research.[20]

1. Factors affecting speaking ability

    a. Performance conditions

Students complete an oral assignment in a variety of situations. Performance circumstances, according to Nation and Newton, may influence speaking performance. Time restrictions, planning, performance standards, and degree of assistance are the four kinds of performance conditions suggested by Nation and Newton.[21]

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[20] Nguyen Hoang Tuan & Tran Ngoc Mai, *Factors Affecting Student's Speaking Performance at Le Thanh Hien High School*, (Vietnam: University of Thu Dau Mot, 2015). Pg. 9-10

[21] I.S.P. Nation & Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (London: Routledge Publisher, 2009).

b. Affective factors

One of the main effects on the final outcome of language learning is the learner's emotional state.[22] According to Krashen, research has connected a number of emotional factors to success in learning a second language during the last decade, but most of those studies focused on three categories: motivation, self-confidence, and fear.[23]

c. Motivation to speak English

The learning-teaching process relies heavily on motivation. The word motivation comes from the Latin word movere, and that signifies "to move" (to move). It implies that inspiration is something that inspires and motivates people to work. Maehr and Meyer claimed that "The importance of motivation in teaching and learning cannot be overstated".

Furthermore, Williams and Burden describe motivation as "a condition of cognitive excitement that prompts the choice to act; as a consequence, a "sustained intellectual and/or physical effort" is made by the individual to accomplish a "predetermined objective". They point out that the intensity of this drive is determined by the individual's value for the outcome he is attempting to accomplish. As a result, having a high degree of drive may help you learn English quickly, particularly while speaking.

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[22] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, (Boston: Heinle & Heinle, 1990).

[23] Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (San Fransisco: Alemany Pr. 1982)

d. Topical knowledge

The phrase "topical knowledge" refers to knowledge structures stored in long-term memory.[24] To put it another way, topical knowledge refers to the speaker's understanding of current, relevant material. Students may utilize language that is relevant to the world in which they live thanks to the information given by current knowledge. According to Bachman and Palmer, some test tasks are simpler for individuals with relevant expertise and more difficult for those who do not. Current information, according to Bachman and Palmer, has an effect on speaking performance.

e. Self-Confidence

Confidence is a character trait that impacts one's ability to learn. Self-confidence, according to Wenas, is a judgment on one's self-esteem that shows itself in conduct. To enhance responsibility, she reflects student controls.[25]

f. Feedback during speaking activities

The numbers of learner seek and anticipate feedback on their work from their professors. However, not all oral secretions should have been treated in the same way. According to Harmer, the phases of the lesson, the activities, the types of mistakes committed, and the particular learner who makes the mistake all affect teachers' decisions

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[24] Lyle F. Bachman & Adrian S. Palmer, *Language Testing in practice*, (New York: Oxford University Press, 1996).
[25] Wenas, 2000.

on how to respond to academic achievement.[26] When instructors correct when there is a fault, the conversation's flow and the goal of the talking exercise are ruined. It may be de-motivating and frightening to speak if pupils are continually corrected. They recommend that instructors should address student errors in a pleasant and encouraging manner.[27]

2. Problem on Speaking

According to Tuan and Mai, instructors may discover certain speaking abilities while assisting students in the classroom. Inhibitions, a lack of specialized expertise, limited engagement, and the usage of the mother language are all factors.[28]

a. Inhibition

The first issue pupils' face in class is inhibition. They may be hesitant when they want to speak something in class. They are both scared of making errors and of being judged. They feel embarrassed by the other pupils' focus on them. According to Littlewood, taking a language course may also cause pupils' to develop inhibitions and anxieties.[29]

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[26] Jeremy Harmer, *The Practice of English Language Teaching (Longman Handbooks for Language Teachers)*, (Wallingford: Longman ELT, 1991)

[27] Joanna Baker & Heather Westrup, *Essential Speaking Skill*, (London: A&C Black, 2003)

[28] Nguyen Hoang Tuan & Tran Ngoc Mai, *Factors Affecting Student's Speaking Performance at Le Thanh Hien High School*, (Vietnam: University of Thu Dau Mot, 2015).

[29] William Littlewood, *Communicative and Task Based Language Teaching in east Asian Classrooms: Language Teaching*, (Hong Kong: Hong Kong Institute o Education, 2007)

b. **Blank and have no motivation**

Blank refers to a scenario in which pupils are unable to recall what they want to say and have no desire to do so. Rivers backs up this notion, claiming that kids frequently have nothing to say because their educators picked a subject that is not fitting for them or because they definitely know enough about it.[30]

Baker and Westrup concur with the previous statement, finding that learners have little choice beyond what their say, what terms they use, or how students say it but when their teacher requests them to express things in a foreign language. Follow the rules grammar to the letter.[31]

c. **Low of Participation**

Poor classroom participation would be the next level of the problem. In a large class, even only single speaker communicates at a period and the other learners try to listen, each student would have very little time to speak. In classroom discussion, several students monopolize a whole class, while others say very little or never.

d. **Using of Mother-tongue**

Last but not least, since it is so easy to use, some learners with similar mother tongues try to use it in speaking classes.[32] There are many reasons why pupils utilize their home tongue in language

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[30] Rivers, 1968

[31] Joanna Baker & Heather Westrup, *Essential Speaking Skill*, (London: A&C Black, 2003).

[32] Nguyen Hoang Tuan & Tran Ngoc Mai, *Factors Affecting Student's Speaking Performance at Le Thanh Hien High School*, (Vietnam: University of Thu Dau Mot, 2015).

courses, according to Harmer. The second reason is that pupils are more likely to utilize their mother language.[33] Learners will utilize their native language to explain anything to their peers if their instructors do not push them to use English.

C. English Short Video

1. Definition

A short video is films that last between thirty seconds and fifteen minutes.[34] It is especially attractive as they consolidate both images and sounds. Because of its audiovisual character, which is a live image and sound with picture and sound, a short video can convey a lot in a short amount of time, they are regarded a strong method of communication for the target audiences. When viewing a video, the audience seems to pervade and even influence the place and time that life may tell.

There are many kinds of short videos, each with its own style, but all have one aim in common: to attract attention to suit the substance of the issues they contain. Video may also be tailored to suit the requirements of a broader audience.[35]

2. English Short Video Essentials

Film production allows these media to depict organizational behavior and the idea of management in an exceptionally powerful manner,

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[33] Jeremy Harmer, *The Practice of English Language Teaching (Longman Handbooks for Language Teachers)*, (Wallingford: Longman ELT, 1991).

[34] M.P Massi & B. Blazquez, The shorter the better: Using Shorts in ELT. *Modern English Teacher*, 19/2, 36-42.

[35] Richard Barsam, *Looking at Movies: An Introduction to Film Third Edition*, (New York: W.W. Norton & Company, Inc.)

stimulating students' interest in acquiring speaking abilities, particularly

properly pronouncing words. They chat or talk in English at the same time.

Consider the following instances of actors and actresses pronouncing

words while speaking or discussing situations.

A video's distinctive qualities contribute to its communication power.

The filmmaker uses focusing methods, editing, recordings, camera angles,

sound, dialogue sequences, and other approaches to create s relevant

comment about the topic. These methods also enable the principal to

construct a learning environment that frequently exceeds what pupils may

encounter in the actual world. Learners may not be allowed to remark on

the film/video, but they may learn how the actors or actresses sound each

word by watching it.[36]

D. Classroom Learning

1. Definition

The classroom learning environment, according to Moos and Trickett,

is a dynamic social system that incorporates not just teacher conduct and

student-teacher interactions, but also student-to-student interactions.[37]

Fraser also discussed the idea of the learning environment in the

classroom. She said that term "classroom learning environment" may refer

to a number of things in a classroom, including the general atmosphere,

structures, procedures, and ethics, which are all significant elements that

[36] M.B. Hansen & M.B. Hansen, *Cinema and Experience: Siegfried Kracauer, Walter Benjamin, and Theodor W. Adorno, Vol. 44*, (University of California Press, 2014).

[37] R.H. Moos & E.J. Trickett, *Manual classroom environment scale*, (California: Con-sulting Psychologist Press, Palo Ato. 1974)

influence student learning.[38] In a nutshell, the classroom learning environment is the kind of setting that may encourage students to learn, both with instructor and with their peers.

2. Classroom Management

He believes that classroom management is one of the most essential elements of successful teaching and learning, based on Brown's work. This covers everything from how instructors physically arrange their classrooms to how they generate classroom energy.[39] Positive classroom management engages students in teaching-learning activities and inspires them.

Several definitions of classroom management have been proposed by theorists. According to Richards and Nunan, classroom management ferers to the manner in which the instructor organizes and controls student conduct, movement, and interaction throughout a class time to allow for expressive teaching. Out - in the most efficient manner feasible. Meanwhile, Levin and Nolan contend that classroom management and learning are intimately connected. They cannot exist on their own. Teachers who successfully manage their classrooms enjoy teaching more and have more confidence in their abilities to affect student performance.[40]

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[38] B.J. Fraser & H.J. Hebert, *Educational environments: evaluation, antecedents and consequences*, (Britain: Per Gamon Press Oxford, UK. 1991)

[39] H.D. Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc. 1987)

[40] James Levin & James F. Nolan, *Principle of Classroom Management: A Professional Decision Making Module*, (Boston: Allyn & Bacon. 1996)

Classroom management, according to the definition above, is any activity or technique used by instructors to maintain, organize, and regulate learner conduct, movement, and interaction so that they may engage productively in learning activities.

E. Theoretical Framework

Speaking, according to Brown, is a useful talent that can be seen immediately and objectively. This observation is generally impacted by the accuracy and effectiveness of the examinee's listening capability, which has an effect on the reliability of an oral production test.[41] As per Gower, Philips, and Walter speaking is a production skill that may be divided into two categories: accuracy and fluency. In certain exercises, accuracy refers to the use of vocabulary, grammar, and pronunciation; fluency refers to the ability to continue speaking spontaneously.[42]

Bygate mentions two more elements: the capacity to create and interact. The opportunity to talk without a time restriction occurs in the production capacity, and there is a negotiation between the pupils in the interaction capacity. Both skills make it easier for pupils to develop their speaking abilities.[43] Speaking, in other words, is an oral skill as well an interactive process of conveying meaning from the speaker to the listeners. It may be knowledge, ideas, news, or tales, among other things.

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[41] H. Dougles Brown, *Language assessment principle and classroom practice* (New York: Pearson Education, 2004), 140-141

[42] R. Gower, D. Philips & S. Walters, *Teaching practice handbook*, (Oxford: MacMillan Education. 1995)

[43] M. Bygate, *Speaking: The Cambridge guide to teaching English to speakers of other language*, (Cambridge: Cambridge University Press. 1987)

The researcher conducts a comparative study in this study to compare and contrast learners' ability to speak English in the classroom with learners, for example via internet-based electronic media, such as English-language videos/movies. As already stated that the film's distinct characteristics enhance its communication impact. Focusing, editing, framing, camera angles, sound, conversation sequences, and other techniques assist the filmmaker in expressing the plot's core. These methods also allow the filmmaker to create an educational experience that frequently exceeds what pupils are able to experience. Students will not be able to make comments on the film, but they may learn how each word is spoken by an actor or actress by watching it.[44]

It is understandable that, in addition to being amused, youngsters acquire real-life examples of how to pronounce and use a word or phrase in English by watching English short videos.

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[44] M.B. Hansen & M.B. Hansen, *Cinema and Experience: Siegfried Kracauer, Walter Benjamin, and Theodor W. Adorno, Vol. 44*, (University of California Press, 2014).

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┌─────────────┐              ┌─────────────┐
│  Classroom  │              │English Short│
│  Learners   │              │    Video    │
└─────────────┘              └─────────────┘
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┌─────────────┐              ┌─────────────┐
│   Fluency   │              │   Fluency   │
│   Grammar   │              │   Grammar   │
│ Vocabulary  │              │ Vocabulary  │
│Pronunciation│              │Pronunciation│
└─────────────┘              └─────────────┘
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         ┌─────────────┐
         │  Students   │
         │  Speaking   │
         │   Ability   │
         └─────────────┘
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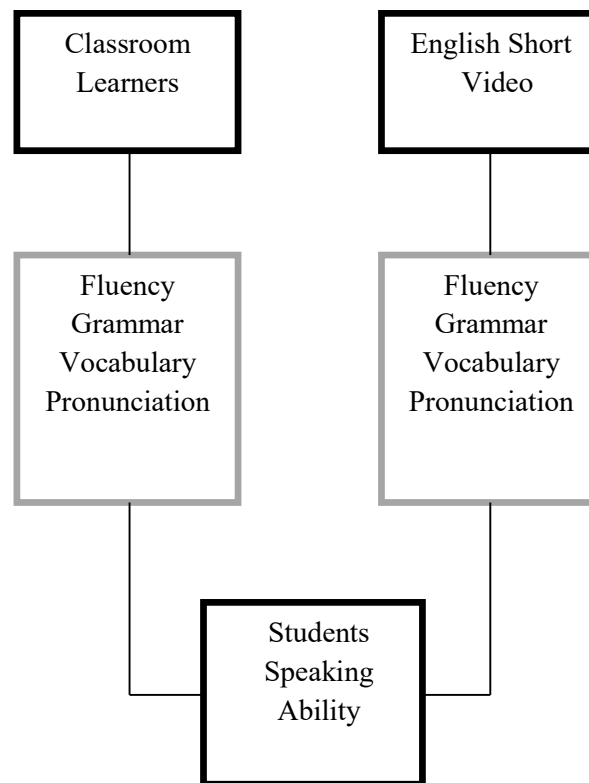
E.1 Theoretical Framework

F. Paradigm

A paradigm, according to Schwandt, is a common worldview that reflects a discipline's ideas and values and drives problem resolution. Thomas Kuhn used the word "paradigm" in two contexts in his 1962 book The Structure of Scientific Revolutions:

1. Have a common mentality among a group of scientists when it comes to solving issues in their area, and

2. Present the "commitments, beliefs, values, techniques, points of view, and other aspects of a discipline that are shared".[45]

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[45] T.A. Schwandt, *Dictionary of qualitative inquiry* (2nd edition), (Thousand Oaks: Sage. 2001)

Because a person who speaks a language fluently is considered to be component in it, fluency is the most essential criteria for assessing one's language abilities. In the case of speech, fluency is not the only factor to consider when assessing a person's ability to communicate; other factors include grammar, vocabulary, and audience acceptability.

G. Hypothesis of The Study

This research is based on two hypotheses. Alternative Hypothesis (Ha) and Null Hypothesis (Nh) are two types of hypotheses (Ho). In this research on the eleventh graders of SMA Muhammadiyah Braja Selebah found a difference in speaking ability between the students studied in the classroom and learned through short video. Likewise, the Null Hypothesis (Ho) in just this experiment there is no difference in speaking proficiency amongst the students who are currently enrolled in the realm of education who learnt from SMA Muhammadiyah Braja Selebah eleventh graders through short video.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In education research, there are two kinds or categories of study that are frequently used by researchers: quantitative and qualitative research. In this study, the researcher used quantitative research. According to Aliaga and Gunderson, quantitative research methods are those that collect data in numerical form and evaluate this by using mathematical methodologies, especially statistics, to understand a problem or phenomenon.[46]

Quantitative approach, is from the other extreme, is the collection of data so that knowledge may be evaluated and statistically evaluated to support or disprove certain claims about viewpoints, according to Leedy and Ormrod.[47] As per Williams, quantitative approach opens with a description of a problem, the development of a hypothesis or research question, a review of the literature, and a quantitative analysis of the data.[48]

Quantitative research might be utilized to answer questions regarding the study's variables and their connections. Quantitative researchers, like Leedy and Ormrod, are searching for explanations and forecasts that can be applied

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[46] M. Aliaga & B. Gunderson, *Interactive Statistics*, (Thousand Oaks: Sage Publications). 2002

[47] P. Leedy & J. Ormrod, *Practical research: Planning and design* (7th ed.), (Upper Saddle River, NJ: Merril Prentice Hall. Thousand Oaks: SAGE Publications). 2001

[48] C. Williams, *Research methods. Journal of Business & Economics Research* (JBER), 5(3). 2011

to other individuals and locations. The goal is to create generalizations that add to the theory by establishing, confirming, or validating connections.[49]

In a unique comparison study, the researcher investigates how the independent variables are affected by the dependent variables, and also the cause-and-effect relationships between both the variables. The researcher may investigate the interactions between the independent factors and their impact on the dependent variables using the comparative study design on occasion.[50] In light of such remark, this study would look at the case of speaking ability in students who learnt via video/movie versus those who learned in the classroom.

B. Operational Definition of Variable

An operational definition explains how our original study variables would be established and assessed.[51] The variable, according to Sugiyono, is operational research is a characteristic, such as the kind or value of an item or activity that has been determined by researchers who have studied and inferred from it.[52] A variable is a symbol or attribute that may take various values from a collection of values at different times or under different conditions.[53] The operational of variable in this research as in this:

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[49] P. Leedy & J. Ormrod, *Practical research: Planning and design* (7th ed.), (Upper Saddle River, NJ: Merril Prentice Hall. Thousand Oaks: SAGE Publications). 2001, p. 102

[50] W. Volt, *Dictionary of statistics and methodology: A nontechnical guide for the social sciences* (2nd ed.), (Thousand Oaks, CA: SAGE Publications). 1999

[51] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.), (Boston: Pearson Education). 2012, p. 13

[52] Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*, (Bandung: Alfabeta, 2015).

[53] S.O. Bandele, *Educational Researching Perspectives*, (Ibadan: Niyi Communication and Printing Ventures). 2004

1. Independent Variable (X)

   Learning modalities including a short video and classroom learning are the independent variables in this study.

2. Dependent Variable (Y)

   Inside this experiment, the dependent variable was one that was identified and measured in order to recognize the independent variable's effect. The skill of the learner to speak is the study's dependent variable.

C. Population, Sample and Sampling Technique

1. Population

A population is a collection of science-related topics, units, or subjects. A population may be made up of either a limited or infinite number of units.[54] A population, they agree with Ary et al., is defined as all members of a well-defined group of people, events, or objects.[55] The population of this research is the eleventh graders of SMA Muhammadiyah Braja Selebah.

2. Sample

The sample, as per Ary et al., is small yet typical of the population.[56] Conversely, the register is a subset part of the population which that researcher wants to study in generalizing the target population, as per Creswell.[57] To put it another way, the sample may be describes as

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[54] B.L. Agrawal, *Programmed statistics* (2nd ed.,), (New Delhi, India: New age international publishers). 2003

[55] Ary, Donald, Lucy Chaser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education, Eight Edition*, (USA: Wadsworth, Cengage Learning, 2010).

[56] *Ibid.*

[57] John W. Creswell, *Educational Research*, p. 142

representative of the population that the researcher would study. There should be at least 15 individuals in each group for comparison in comparative studies and occasional trials.[58] In this research, the sample is 15 for each variable.

3. Sampling Technique

The sample is representative of the study population.[59] Sampling measures the characteristics of the population by examining only a part or part of the selected population.[60] This study will use sampling without probability when the sample is less likely to be representative of the target population because of the inherent sampling bias.

Also, in non-probability sampling, there is no guarantee that each component of the population has a chance of being incorporated. Other forms of non-probability sampling include reasoned sampling, quota sampling, and snowball sampling, where the sample is selected according to predefined criteria.[61] This research will use the purposive sampling.

D. Data Collection Technique

Data collection is an integral part of the humanities and educational science research process. Various tools are used to collect data for the study. There are different ways to select, collect or collect documented information and these are known as data collection techniques. Basically, there are

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[58] Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, *Educational Research: An Education*, (New York: Longman Publishers USA, 1996). P. 176

[59] Schuut R.K and Engel R.J, *Sampling in: The Practice of Research in Social Work*, 3rd ed., (Washington DC: SAGE Publications Inc. 2008). Ch. 5

[60] A.K Chaudhary and P.K Sharma, *Statistical Methods, 2nd ed*., (Kathmandu: Khanal Books and stationery, 2060). P. 173

[61] *Ibid*

different data collection techniques that one can use such as: observation, questionnaire, interview, test and use of available information.[62] In this case of study, the researcher will use three of it, as follow:

1. **Test**

The test is used to measure the presence or absence as well as the ability level of the subject being studied.[63] Instrument tests can be used to measure basic skills and achievement or accomplishment. In this study, students' ability to speak is measured.

In this research, the test would be utilized to compare the speaking level of the students learning through short video against students learning in the classroom. The method of measurement will be using a speaking test by asking 5 (five) question with a brief answer. Test would be use as an instrument because it tends to have established reliability and validity.

2. **Observation**

Observation is an act of observation of a place, objects, people and nature around which aims to procure a data or reports. Satori dan Komariah defines the observation as an observation of an object studied both directly or indirectly to acquire data should be collected in the study.[64] The goal of surveillance is to gather the information that investigator need for a project.

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[62] L.R Gay, E.M Geoffry, and A Petter, *Educational research: Competencies for analysis and Application*, (London, Pearson. 2009). P. 366-375

[63] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006). P. 223

[64] Aan Komariah dan Djam'an Satori, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2011). P. 105

3. Documentation

Documentation seems to be a technique of collecting the data in the form of books, files, papers, figures, and images in the form of reviews and knowledge that may be utilized in research, according to Sugiyono.[65] By using documentation the researcher would find and collect the data of both variables.

E. Research Instrument

Ary et al. define an instrument is a mechanism for implementing best a variable. Any research study's effectiveness hinges on the selection of suitable and usable measuring equipment.[66] To assess complex dimensions like intellect, accomplishment, personality, motivation, attitudes, skills, interests, and self-concepts, scales and instruments must be chosen or created.[67]

There are five methods to collecting data, as follow:

1. Observation

2. Questionnaire

3. Test

4. Documentation[68]

The researcher utilized documentation as a primary research in just this investigation.

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[65] Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*, (Bandung: Alfabeta, 2015). P. 329

[66] Ary, Donald, Lucy Chaser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education, Eight Editions*, (USA: Wadsworth, Cengage Learning, 2010). P. 410

[67] *Ibid*

[68] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2008). P. 102

F. Data Analysis Technique

As Sugiyono stated, the sequence of having studied data entails consistently perfectly matched data gathered through interviews, field notes, and documents with a method of arranging the data into concepts in order to determine which ones are significant and will also be analyzed and drawn to inferences that are easily understandable from ourselves and others.[69] Thus, we can refer to data analysis as the process of presenting data obtained from phenomena to be used as a representation and easy to understand.

This study uses inferential statistical techniques. Inferential statistics techniques are a statistical technique that is used to analyze data samples, and the results are applied to a clear population, and the population was randomly sampled.[70] The research method that will be use is a quantitative research method in the form of a comparative study. Comparative technique analysis is the systematic analysis method or even one of the data analysis methods which can be used to test hypotheses of whether the variables being examined vary.[71] The technique of comparative analysis was carried out to prove the differences in student's speaking ability between those who learned through video/movie and those who learned in classroom.

In addition, the calculation of numerical data using SPSS 25. The comparative test conducted between two groups, which are students who learn through a short video and who learn in classroom, and the analysis used the t-

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[69] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantiatif, dan R & D*, (Bandung: Alfabeta, 2010). P. 335

[70] Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2012). P. 207

[71] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantiatif, dan R & D*, (Bandung: Alfabeta, 2010). P. 335

test method. T value is calculated and then compared with the value of critical on the table of the t distribution with degrees of freedom (df) and significance level selected.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The History of SMA Muhammadiyah Braja Selebah

SMA Muhammadiyah Braja Selebah was established on July 1st , 1988 and passed through SK 5288/II/LP-89/1988 by the Assembly of Elementary and Secondary Education Muhammadiyah Way Jepara and get an operating permit with the issuance of SK 1904/I.12.B1/U/1991. At the beginning of the established SMA Muhammadiyah Braja Selebah named SMA Muhammadiyah 3 Way Jepara. As the time goes by in the year 2000 happened to the expansion of the territory of the district, the new district Braja Selebah which is a fraction of Way Jepara district.

The journey and existence of SMA Muhammadiyah Braja Selebah in carrying out its service has undergone consecutive leadership changes.

a. Pioneer Period (1989-1995)

This period is the beginning of the establishment of SMA Muhammadiyah Braja Selebah, which was initiated by:

1) H. Syaian

2) Ahmad Yakir

3) Misnadi

4) Drs. Budi Suhermanto

5) H. Muhromin

The thing behind the establishment of SMA Muhamadiyah Braja Selebah is the lack of SLTA level schools in Braja Selebah and the closure of SPG (Teacher Education School) by the Education Office at that time. In this period, SMA Muhammadiyah Braja Selebah was led by Drs. Budi Suhermanto as the head of Muhammadiyah branch of East Jepara.

b. **Maintenance Period (1995-2001)**

In this period, SMA Muhammadiyah Braja Selebah experienced several problems that resulted in 3 changes of leadership, namely:

1) 1995-1999 led by Drs. Jumadi

2) 1999-2000 led by Drs. Misbani

3) 2000-2001 led by Drs. Budi Suhermanto

c. **Reforming Period**

Based on the Leadership Meeting of Muhammadiyah Braja Selebah on July 14, 2001, the decision resulted in the appointment of Randuk Siregar, S.Pd as head of SMA Muhammadiyah Braja Selebah. In this period many changes were made in the management of the school and it can be said that SMA Muhammadiyah Braja Selebah started its ladder of glory.

2. **School Profile**

a. **Geographical Conditions**

The location of SMA Muhammadiyah Braja Selebah is on Ki Bagus Hadikusumo street No. 10 Braja Harjosari, Braja Selebah

District of East Lampung Regency. It is one of the schools that became a charity of Muhammadiyah Association business precisely under the auspices of the Elementary and Secondary Education Assembly of Muhammadiyah Branch Leader Braja Selebah.

b. Sociological Conditions

SMA Muhammadiyah Braja Selebah has B accreditation status, which has the vision and mission of the school in its opearational implementation.

c. Vision and Mission of SMA Muhammadiyah Braja Selebah

1) Vision

In its operational implementation, SMA Muhammadiyah Braja Selebah has a vision that is: Islamically educated and superior in achievement.

2) Mission

a) Carry out learning and guidance effectively so that each student develops optimally in accordance with their potential.

b) Foster a spirit of learning to all students.

c) Fostering the perception of the religion of Islam so that it becomes a source of daily behavior.

d) Encourage and help each student to recognize his or her potential so that it can be developed optimally.

e) Implement participatory management by involving all school residents.

d. **The Building of SMA Muhammadiyah Braja Selebah**

Table 4.1

The condition of the building in SMA Muhamadiyah

Braja Selebah

No	Types	Condition	
		Good	**Broken**
1	Classroom	7	-
2	Principles Office	1	-
3	Teachers Room	1	-
4	Administration Room	1	-
5	Physics Laboratory	1	-
6	Chemistry Laboratory	1	-
7	Biology Laboratory	1	-
8	Computer Laboratory	1	-
9	Library	1	-
10	Students Health Unit	1	-
11	Teachers Toilet	2	-
12	Students Toilet	5	-
13	Counseling Guidance Room	1	-
14	IPM Room	1	-
15	Mosque	1	-

e. **The data of teachers in SMA Muhammadiyah Braja Selebah**

Table 4.2

The Data of Teachers of SMA Muhammadiyah Braja Selebah

No	Name	Academic Degree	Functional Department
1	Randuk Siregar	S.Pd.M.MPd	Headmaster
2	Risdiyanto	S.Si	Deputy head of curriculum
3	Sri Sulasmi	S.Pd.I	Deputy head of studentship
4	Muslikin	S.E	Deputy head of infrastructure facilities

5	Sigit Ariyanto	S.Pd.I	Deputy head of public realtions
6	Fitri Purnamasari	S.Pd.I	Subject teacher
7	Ganevi Rikismiyati	S.Pd	Subject teacher
8	Istiqomah	S.Pd	Subject teacher
9	Lilies Mutiarawati	S.Kom	Subject teacher
10	Triana Dwi Saputri	S.Pd	Subject teacher
11	Nuraini	S.Pd.I	Subject teacher
12	Zaenuri	S.Pd.I	Subject teacher
13	Prasetia Agung P.	S.Pd	Subject teacher
14	Enggar Rahel Apriani	S.E	Subject teacher
15	Eris Setiarto	S.Pd	Subject teacher
16	Sofyan Hadi	S.Pd	Subject teacher
17	Sri Haryati Nawangsih	S.S	Subject teacher
18	Lilik Wariyanti	S.Pd	Subject teacher
19	Supriyani	S.P	Subject teacher
20	Susilowati Tri Setyawati	Dra	Subject teacher
21	Tri Setyawati	S.Sos	Subject teacher
22	Yeni Dwi Nurjanah	S.Pd	Subject teacher

Table 4.3

The Data of Administration Staff of

SMA Muhammadiyah Braja Selebah

No	Name	Functional Department
1	Agus Eko Saputro	The head of Administration
2	Nurul Syaniatul Husnah	Staff administration
3	Armadira Eno Pangestika	Staff administration
4	Parjiman	Security

f. **The Structure Organization of SMA Muhammadiyah Braja Selebah**


```
                    Head Master
                Randuk Siregar, S.Pd,
                      M.MPd
                         |
              Deputy Head of
                Curriculum
              Risdiyanto, S.SI
```

Deputy of Facilities and Infrastructures Muslikin, S.E	Deputy of Studenship Sri Sulasmi, S.Pd.I	Deputy of Public Realtion Sigit Ariyanto, S.Pd.I
Homeroom Teacher	Teacher	Conceling Teacher

```
                                                 Student
```
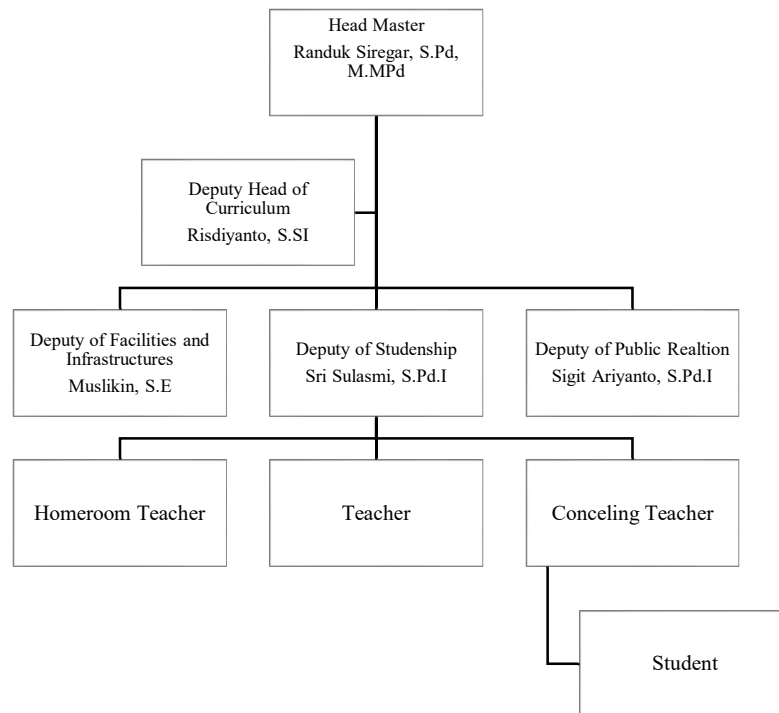
Figure.1 Structure of Organization

B. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any difference in case of A Comparative Study of Speaking Ability Between Student Who Learn Through Short Video and Who Learn in Classroom at Eleventh Grade of SMA Muhammadiyah Braja Selebah. To describe the result of this research, the researcher explained on the following parts:

1. The Description of Pre-Test Result

The researcher conducted the Pre-test on January 27th, 2022 by asking the eleventh grade student of SMA Muhammadiyah Braja Selebah to

introducing themselves. The type of pre-test is introduction test. In the pre-test process, the researcher asked the students to explain about themselves as long as they could do, in order to know their speaking ability. The pre-test are illustrated in the following table:

Table 4.4

The Pre-Test Result

No	Name	Score of ESVL	No	Name	Score of ECL
1	MAM	40	1	DV	60
2	NMMDS	60	2	MA	33
3	RRU	50	3	RR	40
4	RRA	40	4	SI	40
5	SWP	60	5	TA	32
6	SA	30	6	TD	30
7	ANL	30	7	UK	30
8	AG	60	8	YAA	44
9	AA	40	9	AR	50
10	AS	33	10	AGA	30
11	FNS	30	11	LD	70
12	DRAP	30	12	DP	30
13	HL	60	13	DR	53
14	ENS	70	14	DK	40
15	DA	50	15	ADT	50
Average of students score		45.53	**Average of students score**		42.13

Note: EVL (English Video Learner) and ECL (English Classroom Learner)

The scores of the speaking ability pre-test for English Video Learner (ESVL) and English Classroom Learner (ECL) may be seen in the table above. The average score for ESVL is 45.53, while the average score for ECL is 42.13.

The formula to determine the average of the score of grade:

$$\bar{X} = \frac{\Sigma X_t}{N}$$

$\bar{X}$ = Calculate average sought

ΣX_t = Total midpoint score

N   = Number of subjects

According to the table 4.4, it can be describe in the table of frequency and graph as follows:

Table 4.5

Table frequency and graph of the pre-test result

Students Learning Through Short Video (ESVL)

No	Score	Frequency	Average Score of Grade
1	30-37	5	
2	38-45	3	
3	46-53	2	45.53
4	54-61	4	
5	62-69	0	
Total		14	

Source: look table 4.4 pre-test result of Speaking Ability

Graph of the pre-test result of students learning through short video (ESVL)
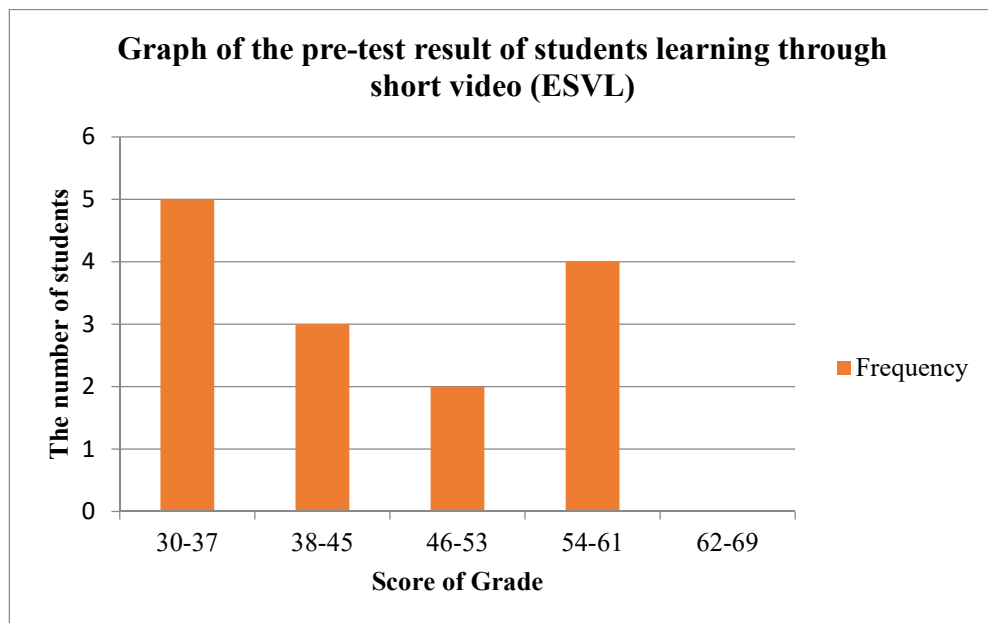
Figure.2 Graph of Pre-test Result

Derived from the previous explanation, it can be determined that 8 students were included for score 30-40, 2 students were included for scale 41-50, and 4 learners were included for score 51-60. Next, for the score 61-70 was 1 student and the last for score 71-80 was 0 students. It was investigated that the average grade of ESVL students is 45.53. It shows the ESVL (English Short Video Learner) students speaking ability.

Referring to table 4.4, the ECL students speaking ability can be describe in the table of frequency and graph as follow:

Table 4.6

Table of frequency and graph of pre-test result

English Classroom Learner (ECL) Speaking Ability

No	Score	Frequency	Average Score of Grade
1	30-37	6	
2	38-45	4	
3	46-53	3	42.13
4	54-61	1	
5	62-69	0	
Total		14	

Source: look table 4.4 pre-test result of Speaking Ability
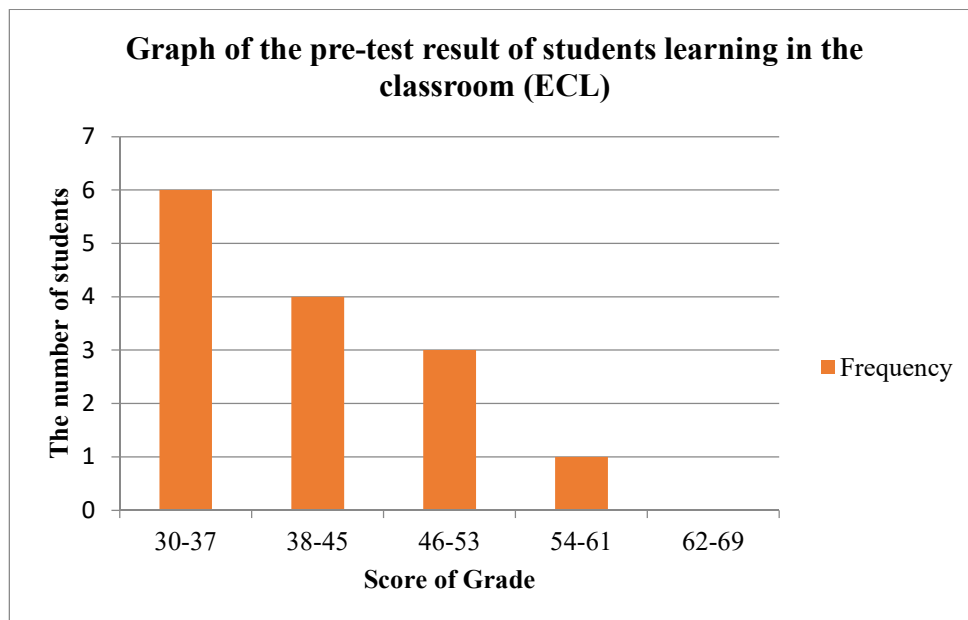
Figure.3 Graph of Pre-test Result

Depending on the above explanation, it can be determined that for scores 30-40, there were 9 students, for scores 41-50, there were 3 students, and for scores 51-60, there were 2 students. Next, for the score 61-70 was 1 student and the last for score 71-80 was 0 students. It was investigated that the average grade of ECL students is 42.13. It shows the ECL (English Classroom Learner) students speaking ability.

2. **The description of post-test result**

On February 23, 2022, the researcher performed a post-test by administering the speaking exam to eleventh-grade students at SMA Muhammadiyah Braja Selebah. In the post-testing phase, the researcher requested the learners to complete a test of their speaking abilities in order to determine their speaking ability.

The post-test results are illustrated in the following table:

Table 4.7

The post-test result

ESVL Students' Speaking Ability

No	Name of ESVL	Score
1	MAM	45
2	NMMDS	60
3	RRU	50
4	RRA	42
5	SWP	60
6	SA	33
7	ANL	30
8	AG	60
9	AA	40

10	AS	35
11	FNS	35
12	DRAP	33
13	HL	61
14	ENS	70
15	DA	52
Average of students score		47.67

Based on the table 4.7, it can be describe in the table of frequency and graph as follow:

Table 4.8

Table of Frequency and graph

The Post-test result of ESVL Students Speaking Ability

No	Students Score	Frequency	Average of Students Score
1	30-37	5	
2	38-45	3	
3	46-53	2	47.67
4	54-61	4	
5	62-69	0	
Total		14	

Graph of the post-test result of students learning through short video (ESVL)
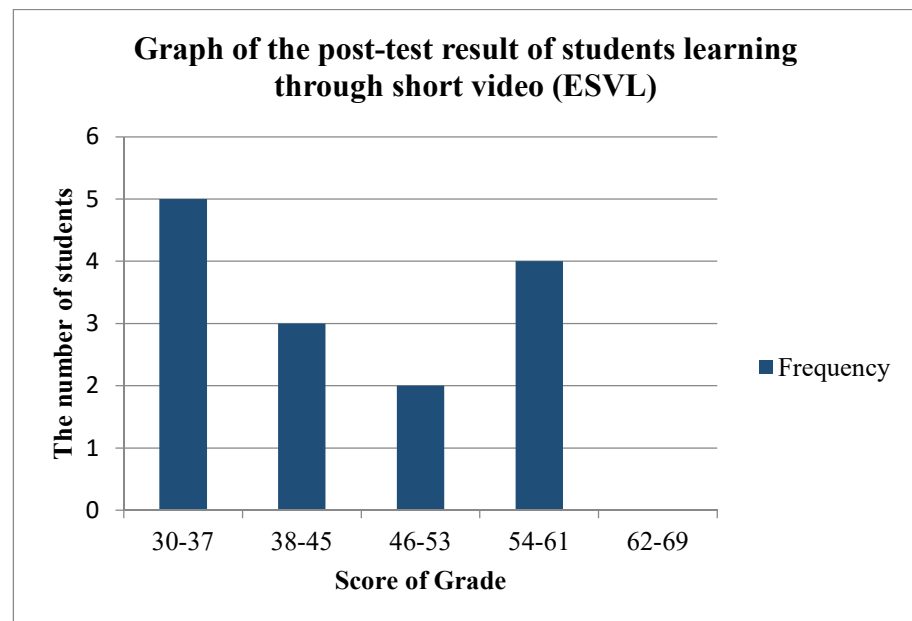
Figure.4 Graph of Post-test result

Depending on the above statement, it can be determined that there were six students with a score of 30-40, three students with a score of 41-50, and four students with a score of 51-60. Next, for score 61-70 was 2 students and the last for score 71-80 was 0 students. It was investigated that the average score of ESVL (English Short Video Learner) students is 47.67. It shows the ESVL students speaking ability after the post-test.

Table 4.9

The post-test result

ECL Students' Speaking Ability

No	Name of ECL	Score
1	DV	60
2	MA	35
3	RR	40
4	SI	41
5	TA	30

6	TD	33
7	UK	31
8	YAA	45
9	AR	50
10	AGA	30
11	LD	70
12	DP	33
13	DR	50
14	DK	40
15	ADT	50
Average of students score		42.53

Based on the table 4.8, it can be describe in the table of frequency and graph as follow:

Table 4.10

Table of Frequency and graph

The Post-test result of ECL Students Speaking Ability

The Eleventh Graders MIPA I of SMA Muhammadiyah Braja Selebah

No	Students Score	Frequency	Average of Students Score
1	30-37	6	
2	38-45	4	
3	46-53	2	42.53
4	54-61	1	
5	62-69	0	
Total		13	

Graph of the post-test result of students learning in the classroom (ECL)

Figure.5 Graph of Post-test result

According to the table and graph shown before, eight pupils received a score between 30 and 40. Score 41-50 was 5 students, and scale 51-60 was 1 students. Then, for 61-70 score was 1 students and the last, score 71-80 was 0 students. It was investigated that the average grade of ECL (English Classroom Learner) students is 42.53. It shows the ECL students speaking ability after the post-test.

3. **Normality Test**

Using the SPSS 25 software, the researcher determined the performance of the samples on the speaking exam. Normality testing was the first stage. It was used to determine the normality of the data to be investigated and whether or not both groups had normal distributions.

Table 4.11

Normality Test Shapiro-Wilk

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Short Video Learner	.176	15	.200[*]	.918	15	.179
Classroom Learner	.152	15	.200[*]	.898	15	.090

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Using the SPSS 25 software, the asymptotic significant normality of the data for the students' speaking ability scores was calculated to be between 0.179 and 0.90. The normality of both sets of data was then evaluated using the Shapiro-Wilk table and a significance threshold of 5% (α=0.05). Given that asymptotic significance of ESVL = 0.179 and asymptotic significance of ECL = 0.090$\geq$ 0.05, it was possible to infer that the data followed a normal distribution.

4. Homogeneity Test

The next phase was checking the homogeneity. It was utilized to determine whether or not the sample class, which was determined, came from a population with roughly similar variants.

Table 4.12

Homogeneity Test Levene's Test of Equality of Error Varians

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
post-test score	Based on Mean	.648	1	28	.428
	Based on Median	.643	1	28	.429
	Based on Median and with adjusted df	.643	1	26.982	.430
	Based on trimmed mean	.711	1	28	.406

The homogeneity test yielded a F-value of 0.648 and a significant value of 0.428. The data were considered homogenous if the significant value exceeded the significance threshold of α=0.05. Since the significance level was more than α=0.05, it was possible to infer that the data were homogenous. It implied that both groups were comprised of identical variations.

5. Testing of Hypothesis

In testing the hypothesis of this research, the researcher refers to two hypothesis, as follow:

a. (Ha): At the eleventh grade level of SMA Muhammadiyah Braja Selebah, there is a difference in the speaking skills of pupils who study via short videos versus those who learn in the classroom.

b. (Ho): In the eleventh grade at SMA Muahamadiyah Braja Selebah, there is no difference in speaking ability between students who study via short videos and those who learn in the classroom.

This is the statistical hypothesis:

a. Basic decision making:
   - Ho is accepted if $-t_{table} < T < t_{table}$
   - Ho is rejected if $-T < -t_{table}$ or $T > t_{table}$

b. In testing of hypothesis, the researcher applied SPSS in calculating the speaking ability between student who learn through short video and student who learn in classroom at eleventh grade of SMA Muhammadiyah Braja Selebah. The steps of application of SPSS are as follows:

   1) Opening SPSS 25 applications for windows
   2) Loading the excel file with all the data
   3) Opening *Show data view*
   4) Copying the scores and groups of post-test in the data view

5) Copying variable view by changing *VAR. 1* to be post-test scores and *VAR. 2* to be the group names.

6) Selecting *Analyze, compare means, independent sample T-test*.

7) Moving post-test and groups to the right.

8) Selecting *Ok*.

After performing a series of SPSS calculation in variable X (Short Video and Classroom) tests to variable Y (Speaking Ability), the researcher obtained the results described as follows:

Table 4.13

Hypothesis Test using Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
post-test score	Equal variances assumed	.648	.428	1.008	28	.322	4.53333	4.49691	-4.67817	13.74484
	Equal variances not assumed			1.008	27.779	.322	4.53333	4.49691	-4.68148	13.74815

The researcher obtained a T value of 1.008 <1.345 from Table 4.11, and based on the decision-making in the T test of independent sample T test, it can be concluded that Ho is rejected and Ha is accepted, indicating that there is a difference in speaking ability between learners . For example through short videos and students who learn in the classroom.

C. Discussion

In speaking, the students have able to convey their ideas and opinion to other people orally. Actually they have to master some components of speaking including vocabulary, grammar, pronunciation, and fluency. Here, the researcher can know the students ability when they speak English. The result of the students test state that the ESVL group is higher than ECL group in speaking ability. The researcher using ESVL's to mention the students learning through short video and ECL's for students learning in the classroom in case for simplifying the name of each groups.

After calculating and analyzing the data, the researcher obtained the result. The researcher then determined the average score of the pupils. From the outcome of the mean, the researcher may determine the level of the students' speaking skill. The average for ESVL (English Short Video Learners) is 47.67, whereas the average for ECL (English Classroom Learners) is 42.25. It indicates that ESVL speakers are more proficient than ECL speakers.

Based on these calculations, it can be inferred that the average attributes of ESVL group members were superior to those of ECL group members, despite the fact that certain students in the ECL group had high marks. The ESVL group members get the higher score in average than the ECL group because they can control their self confident. The self-

confidence that they have can make them more confident to coped their nervousness and face every criticism that audiences gave.

The different from the ESVL, ECL students suffer from anxiety mainly in relation to communication apprehension and fear of negative evaluation from the audiences. They share similar reasons for anxiety such as fear of being in public, shyness, and inaccuracy when speaking. They have common coping strategies as well such as keeping silent. So, it is make the score of ECL lower than ESVL.

These findings are in part in line with the findings of Niki Maleki and Mohammadi, they found that the more successful learners regarding the oral communication had higher self confidence than less successful ones in performing oral communication tasks. Although, some students in the ESVL have some problems with their confidence, they are still able to overcome the problems that arise from their lack of confidence, thus making their speaking appearance to stay good and maximum. This is related to Oktavia statement the most important one is back to someone itself. They must have a good self-confidence. Whatever problems found in speaking will be easy to done if someone has a good confidence.

In this study there is a difference with previous research of Budi Tama (2014) there is no significant difference in vocabulary mastery between students who take English course and who do not take English course. While in this research, there is a significant difference in speaking

ability between students learning English through short video (ESVL) and students learning English in the classroom (ECL).

Through their speaking test, researchers have shown that there is a considerable difference in speaking ability between students learning through short video (ESVL) and students learning in the classroom (ECL), with students who learn through short videos having superior speaking ability than the students study in the classroom of the eleventh grade of SMA Muhammadiyah Braja Selebah.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Using the SPSS 25 software and an independent t-test, the researcher evaluated the test results of students who learn via short videos versus students who study in the classroom. It was discovered:

1. In both groups, there is a difference between ESVL and ECL in terms of speech. However, there is a considerable difference between ESVL and ECL. The statistical outcome of the hypothesis test is convincing. Using the independent sample t-test, the sig value of 0.322 is more than 0.05. It indicates that ESVL and ECL pupils have varied speaking abilities.

2. Based on the SPSS calculations, it can be inferred that the average attributes of ESVL group members were superior to those of ECL group members, despite the fact that there were students in the ECL group with high scores and strong English speaking abilities.

B. Suggestion

Concerning the conclusion, the author would like to provide some comments that, perhaps, the eleventh-grade students of SMA Muhammadiyah Braja Selebah would find helpful and important.

1. For Students

    The researcher prescribed the students to learn speaking seriously, since the grammar and vocabulary mastery will assist them acquiring the other language skills (Listening, speaking, reading and speaking).

2. For Teacher

    The teacher ought to focus on the students' grasping level, issues in learning English, and students' strategy in learning English.

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APPENDICES

PRASURVEY SHEET

The students were asked to introducing themselves to know their speaking level and the researcher named this step as "I can see your voice". There is some point to mention in the introducing task, namely:

1. Introduce themselves; name, domicile.

2. Study habits; media, method

3. Voice note/recording their task

No	ESVL students	No	ECL students
1	MAM	1	DV
2	NMMDS	2	MA
3	RRU	3	RR
4	RRA	4	SI
5	SWP	5	TA
6	SA	6	TD
7	ANL	7	UK
8	AG	8	YAA
9	AA	9	AR
10	AS	10	AGA
11	FNS	11	LD
12	DRAP	12	DP
13	HL	13	DR
14	ENS	14	DK
15	DA	15	ADT

INSTRUMENT OF DATA COLLECTION

A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN

STUDENTS LEARNING THROUGH SHORT VIDEO AND LEARNING

IN CLASSROOM OF THE ELEVENTH GRADE OF

SMA MUHAMMADIYAH BRAJA SELEBAH

1. **THE DATA OF STUDENTS**

No	ESVL students	No	ECL students
1	MAM	1	DV
2	NMMDS	2	MA
3	RRU	3	RR
4	RRA	4	SI
5	SWP	5	TA
6	SA	6	TD
7	ANL	7	UK
8	AG	8	YAA
9	AA	9	AR
10	AS	10	AGA
11	FNS	11	LD
12	DRAP	12	DP
13	HL	13	DR
14	ENS	14	DK
15	DA	15	ADT

2. THE FORMULA FOR TABLE OF FREQUENCY

Table 4.5

Table frequency and graph of the pre-test result

Students Learning Through Short Video (ESVL)

No	Score	Frequency	Average Score of Grade
1	30-37	5	
2	38-45	3	
3	46-53	2	45.53
4	54-61	4	
5	62-69	0	
Total		14	

- **Number of classes**

$K = 1+3,3 \log n$

$= 1+3,3 \log 15$

$= 1+3,3 \ (1,17609126)$

$= 1+3,8811$

$= 4,8811$

$= 5$

- **Range**

$I = \dfrac{J}{K}$

$= \dfrac{70-30}{4,8811}$

$= \dfrac{40}{4,8811}$

$= 8,1948$

$= 8$

- **Sorted from the lowest value to the highest value**

30 30 30 30 33 40 40 40 50 50 60 60 60 60 70

Table 4.6

Table of frequency and graph of pre-test result

English Classroom Learner (ECL) Speaking Ability

No	Score	Frequency	Average Score of Grade
1	30-37	6	
2	38-45	4	
3	46-53	3	42.13
4	54-61	1	
5	62-69	0	
Total		14	

- **Number of classes**

K = 1+3,3 log n

= 1+3,3 log 15

= 1+3,3 (1,17609126)

= 1+3,8811

= 4,8811

= 5

- **Range**

$I = \frac{J}{K}$

$= \frac{70-30}{4,8811}$

$= \frac{40}{4,8811}$

= 8,1948

= 8

- **Sorted from the lowest value to the highest value**

30 30 30 30 32 33 40 40 40 44 50 50 53 60 70

Table 4.8

Table of Frequency and graph

The Post-test result of ESVL Students Speaking Ability

No	Students Score	Frequency	Average of Students Score
1	30-37	5	
2	38-45	3	
3	46-53	2	47.67
4	54-61	4	
5	62-69	0	
Total		14	

- **Number of classes**   - **Range**

K   = 1+3,3 log n $I = \frac{J}{K}$

   = 1+3,3 log 15 $= \frac{70-30}{4,8811}$

   = 1+3,3 (1,17609126) $= \frac{40}{4,8811}$

   = 1+3,8811   = 8,1948

   = 4,8811   = 8

   = 5

- **Sorted from the lowest value to the highest value**

  30 30 30 30 33 40 40 40 50 50 60 60 60 60 70

Table 4.10

Table of Frequency and graph

The Post-test result of ECL Students Speaking Ability

The Eleventh Graders MIPA I of SMA Muhammadiyah Braja Selebah

No	Students Score	Frequency	Average of Students Score
1	30-37	6	
2	38-45	4	
3	46-53	2	42.53
4	54-61	1	
5	62-69	0	
Total		13	

- **Number of classes**

K = 1+3,3 log n

    = 1+3,3 log 14

    = 1+3,3 (1,14612804)

    = 1+3,7822

    = 4,7822

    = 5

- **Range**

$I = \dfrac{J}{K}$

$= \dfrac{70-30}{4,7822}$

$= \dfrac{40}{4,7822}$

= 8,3643

= 8

- **Sorted from the lowest value to the highest value**

30 30 31 33 33 35 40 40 41 45 50 50 60 70

3. THE STUDENTS POST-TEST ASSIGMENT

Question sheet:

1) Do you like studying English?

2) What do you enjoy most about studying English? And why?

3) If you could travel to one country in the world, where would you go? And why?

4) What is your dream?

5) Can you tell something about Indonesia?

DOCUMENTATION RESEARCH

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-265/In.28/S/U.1/OT.01/03/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Agung Pangestu
NPM	: 1701070160
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070160

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Maret 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0751/In.28/J/TL.01/03/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
BRAJA SELEBAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**AGUNG PANGESTU**
NPM	:	1701070160
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	A COMPARATIVE STUDY BETWEEN THOSE WHO LEARNED THROUGH VIDEO/MOVIE AND THOSE WHO LEARNED IN CLASSROOM IN STUDENTS SPEAKING ABILITY

untuk melakukan prasurvey di SMA MUHAMMADIYAH BRAJA SELEBAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Maret 2021
Ketua Jurusan,

Ahmad Subhan Roza M.Pd.
NIP 19750610 200801 1 014

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BRAJA SELEBAH
SMA MUHAMMADIYAH BRAJA SELEBAH
KABUPATEN LAMPUNG TIMUR
NSS. 302120416022   NIS. 300220   NPSN. 10805988

Alamat : Jl. Ki. Bagus Hadikusumo No.10 Braja Harjosari Kec. Braja Selebah. Kab. Lampung Timur

SURAT KETERANGAN
NO:422/ 010 /15/SK/SMAM/2021

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah Braja Selebah , Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama	: **AGUNG PANGESTU**
NPM	: **1701070160**
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Sesuai dengan surat ijin penelitian lapangan dengan No. B-0751/In.28/J/TL.01/03/2021 bahwa mahasiswa tersebut diperkenankan untuk melaksanakan Pra - penelitian di SMA Muhammadiyah Braja Selebah dalam rangka menyusun skripsi Dengan Judul **"A COMPARATIVE STUDY BETWEEN THOSE WHO LEARNED THROUGH VIDEO/MOVIE AND THOSE WHO LEARNED IN CLASROOM IN STUDENT SPEAKING ABILITY"**

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya

Braja Selebah , 25 Maret 2021
Kepala Sekolah

RANDIK SIREGAR ,S.Pd.M.MPd.
NBM.915962

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled : A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENT WHO LEARN THROUGH SHORT VIDEO AND WHO LEARN IN CLASSROOM AT ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH. Written by: AGUNG PANGESTU, Students Number 1701070160, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, 29 October 2021.

BOARD OF EXAMINERS:

Chair person : Drs. Kuryani, M.Pd   (.........................)

Examiner I   : Dr. Mahrus As'ad, M.Ag   (.........................)

Examiner II   : Andianto, M.Pd   (.........................)

Secretary   : Yeni Suprihatin, M.Pd   (.........................)

Head of English Education Department

Andianto, M. Pd
NIP. 198711022015031004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-5222/In.28.1/J/TL.00/12/2021
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Kuryani (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**AGUNG PANGESTU**
NPM	:	1701070160
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENT WHO LEARN THROUGH SHORT VIDEO AND WHO LEARN IN CLASSROOM AT ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Desember 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0158/In.28/D.1/TL.00/01/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
BRAJA SELEBAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0159/In.28/D.1/TL.01/01/2022, tanggal 24 Januari 2022 atas nama saudara:

Nama	:	**AGUNG PANGESTU**
NPM	:	1701070160
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH BRAJA SELEBAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENT WHO LEARN THROUGH SHORT VIDEO AND WHO LEARN IN CLASSROOM AT ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Januari 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BRAJA SELEBAH
SMA MUHAMMADIYAH BRAJA SELEBAH
KABUPATEN LAMPUNG TIMUR
NSS. 302120416022   NIS. 300220   NPSN. 10805988

Alamat : Jl. Ki. Bagus Hadikusumo No.10 Braja Harjosari Kec. Braja Selebah. Kab. Lampung Timur

<u>SURAT KETERANGAN</u>
NO:422/*26* /15/SK/SMAM/2022

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah Braja Selebah , Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama   : **AGUNG PANGESTU**
NPM   : **1701070160**
Jurusan   : Tadris Bahasa Inggris
Fakultas   : Keguruan dan Ilmu Pendidikan

Sesuai dengan surat ijin penelitian lapangan dengan No. B-0158/In.28/D.1/TL.00/01/2022 bahwa mahasiswa tersebut diperkenankan untuk melaksanakan penelitian di SMA Muhammadiyah Braja Selebah dalam rangka menyusun skripsi Dengan Judul **"A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENT WHO LEARN THROUGH SHORT VIDEO AND WHO LEARN IN CLASSROOM AT ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH"**

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya

Braja Selebah , 26 Januari 2022
Kepala Sekolah

KANDUR SIREGAR ,S.Pd.M.MPd.
NBM.915962

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-0159/In.28/D.1/TL.01/01/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**AGUNG PANGESTU**
NPM	:	1701070160
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MUHAMMADIYAH BRAJA SELEBAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A COMPARATIVE STUDY OF SPEAKING ABILITY BETWEEN STUDENT WHO LEARN THROUGH SHORT VIDEO AND WHO LEARN IN CLASSROOM AT ELEVENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 24 Januari 2022

Mengetahui,
Pejabat Setempat

SI REGAR, M.NRL.

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

CURRICULUM VITAE

The name of writer is Agung Pangestu. Born in Braja Luhur, on 07 March 1999. He is the second child of Mrs. Siti Khotijah and Mr. Sulisno, both are Javanese. In 2011 he graduated from SD Negeri 02 Braja Luhur. At that time, he graduated from SMP Negeri 1 Braja Selebah. Then, he continued his studies at SMA Muhammadiyah Braja Selebah and graduated in 2017. In 2017 he continued his study at The English Department of IAIN Metro (State Institute for The Islamic Studies of Metro).