THE USE OF DIALOGUE VIDEO IN IMPROVING STUDENTS SPEAKING SKILL AT MA AS'ADIYAH BELAWA BARU

Thesis

Submitted To The Tarbiyah And Teacher Science faculty Of IAIN Palopo To Conduct Thesis Research To Complete Undergraduate Studies In The English Language Education Study Program

Written by

ANDI RESKI SAPUTRI AZ
Reg. Num: 17. 0202. 0015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
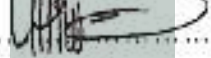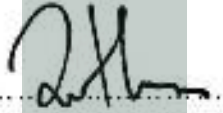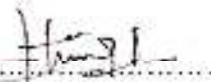**STATE ISLAMIC INSTITUTE OF PALOPO**
2022

THESIS APPROVAL

This thesis entitled **"The Use Of Dialogue Video In Improving Students Speaking Skill At MA As'adiyah Belawa Baru"** Which is Written by **Andi Reski Saputri AZ, Reg. Number. 17.0202.0015,**S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 16th of March 2022 M**, coincided with 1st Saykban 1443 H, it is authorized and acceptable as partial fulfillment for S Pd degree in Englishlanguage teaching.

Wednesday, 22nd April 2022
22nd Syakban 1443 H

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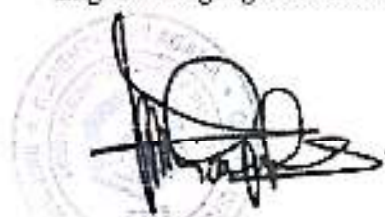5. Husnaini, S.Pd.I., M.Pd   Consultant II   (.........................)

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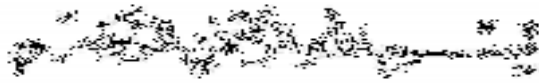Demikian pernyataan ini di buat untuk digunakan sebagaimana mestinya.

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Finally, the researcher realizes that nothing is perfect, the researcher still makes mistakes in the preparation of the thesis. Therefore, the author apologizes profusely for the mistakes made by author.

The researcher hopes that this thesis can be useful for readers and can be used as a reference for development in a better direction. The truth comes from Allah and the error comes from the researcher. May Allah SWT always bestow His Mercy and Ridho on all of us.

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ABSTRACT

Andi Reski Saputri AZ, 2021 *"The Use Of Video Dialogs In Improving Students Speaking Skill At MA As'adiyah Belawa Baru"* English Language Education study program Tarbiyah And Teacher Training Faculty State Islamic Institue of Palopo 2021, Supervisor by : (**1**) **Dr. Masruddin, S.S.,M.Hum.** and (**2**) **Wahibah S.Ag, M. Hum.**

This research was conducted to improve students' speaking skills at MA As'Adiyah Belawa Baru. Video dialogue is used in this study because video dialogue is very effective and attracts attention, is fun and does not make students feel bored. This research is classroom action research. Researchers develop teaching plans, determine success criteria, apply learning methods, observe, and reflect. The subjects of this study were students MA As Adiyah Belawa Baru for the 2020/2021 academic year. This research was conducted with research procedures: planning, action, observation, and reflection.

The main activities in the teaching and learning process in this research are initial activities, core activities, closing activities and follow-up activities. In the initial activity stage, students are given a video dialogue that is displayed on a laptop. Then they were asked to watch the video. After the students watched the video, the researcher divided the students into pairs. In the core activity, students are given a paper in the form of a dialogue. Then students are given 10 to 15 minutes to study the dialogue well before they practice the dialogue. After students learn the dialogue, all students are required to practice the dialogue in front of the class in pairs. At the end of the activity the students managed to have a good dialogue.

The results of this study indicate that the use of video dialogue in improving students' speaking skills is very effective. The way teachers teach can attract students' interest and involve them actively in learning. The effectiveness of providing motivation in the form of a spirit of learning to build a better relationship between researchers and students. They also got more time to practice before the dialogue practice so that their speaking skills improved each cycle.

Keywords: Speaking skill, Dialogue Video

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English has been taught as one of the compulsory subjects. English teaching and learning processes are done to develop students' communication competencies because the essential goal of learning a foreign language is to enable the students to use it for communication. Moreover, the current curriculum in Indonesia is Curriculum 2013 in which English is taught from the junior high school level. It means that students of junior high school need to learn English more actively.

One of the language skills that must be mastered by the students in learning English is speaking skill. In line with this, Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skills should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language[1]. Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language 'on the spot'[2]. Speaking is needed to convey messages, information, opinion, and even emotion in daily

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[1] Fatma ningsih, Ikhsanudin, Zainal arifin, Using english video conversation "asking and giving opinion" to improve students speaking ability

[2] Ehzan namaziandost, Arash Hashemifardnia & Sajad Shafiee, The impact of opinion-Gap, and information-gap tasks on EFL learners' speaking fluency (2018)

life. Thus, the students need to have a good speaking ability to achieve the objective of learning English.

However, many students in junior high schools face some problems speaking English. They have difficulty producing appropriate English pronunciation and lack the confidence to speak English. This is one of the objectives of the researcher wanting to make observations in the second grade of MA As'Adiyah Belawa Baru. results from the observations show that students lack of communication in speaking. In addition, the teaching and learning process is mostly done by imitation and repetition by the teacher, and only textbooks are used as learning resources. This can make students easily bored and lose attention. Therefore, it is necessary to design various teaching techniques to solve these problems and the learning objectives can be achieved, one of which is by using short videos to increase interest in learning and practice students' speaking skills.

Based on those conditions in this study one of the solutions to this problem is that the research proposes to use the media as a support for the teaching and learning process of speaking. The media that will be used is a dialogue video where the media can provide its facilities for students and can make it easier for students to speak and make students more enthusiastic in learning. With these problems, the researcher use a laptop, speaker, and LCDs in the classroom, the researcher wants to provide an audiovisual media that is the video to present the speaking materials to the students.

Besides, videos can be the authentic material for the students because they need the authentic model in learning speaking.

Harmer (2001: 282) adds that teachers frequently enliven their classes with off-air material or tapes produced for language learning[3]. Videos are likely to be an interesting and effective learning medium to support the students' learning process which can attract their attention to learning. Videos are expected to be able to make the students focus and interested in the speaking materials which will be taught. Moreover, it will nb encourage students to enhance their speaking skills when it is coupled with other classroom speaking activities. Based on the condition of the students and the problems above, the researcher was interested in conducting action research entitled "Using Dialogue Video to Improve the Speaking Skills of Students of MA As'Adiyah Belawa Baru.

B. Problem Statement

Based on the background of the study, the problems can be formulated as follow :

How to effectively teach speaking using dialogue video at MA As'Adiyah Belawa Baru?

C. Objective Of The Research

The research objectives are as follows:

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[3] Bella syebania, jaya nur iman, the effectiveness of tourism videos to improve the tenth grade students' speaking achievement in SMKN 6 Palembang (2018)

To find out the way to improve students' speaking skills through dialogue video at MA As'Adiyah Belawa Baru.

Untuk mencari tahu cara untuk meningkatkan keterampilan berbicara siswa melalui dialog video.

D. **Significance Of The Research**

Theoretically, this research provides beneficial and referential contributions in developing knowledge in the use of videos in teaching speaking. The knowledge is expected to contribute to the progress of theories in improving the students' speaking skills. Practically what it means in speaking skills is that students are expected to be able to have good and calm dialogue so that this practice is successfully carried out by students.

This researcher has provide a solution to help the students to improve their speaking skills. This study can be used as an additional resource for the teachers or lecturers in enhancing teaching speaking through the use of videos. The procedures and findings of this researcher can be used as a reference for other research who are interested in conducting a researcher with a similar theme or purpose.

E. **Scope Of The Research**

The scope of the research is focused on knowing the effectiveness of a dialogue video At MA As'Adiyah Belawa Baru. It is focused on three aspects of speaking, namely accuracy, fluency, understanding, and then being able to practice dialogue. As for the dialogue, what is meant is (1) Asking and Giving Information (2) telling stories.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research

Some researchers are conducting previous studies aimed at teaching the students speaking skills and this research can find.

1. Nani Hendrayani (2020) has researched under the title "The use of videos to improve students' speaking skills in English subjects offering services material in class XII catering services 4 semester 1 SMK Negri 3 Bogor 2017/2018 school years"[4]. One of the basic assumptions of communicative language teaching. Language teaching (CLT) is that students will feel more motivated to learn a foreign language because they will learn the language as something useful to them.Especially if the activity learning activities that occur in the classroom are designed through an assignment in pairs (pair work) or small groups.

2. Triana Wuri Cahyati, Ajeng Zasabila Kurniawati (2020) with the title of the research "Improve students' speaking skills using self-reflection videos in speech competitions"[5]. Video as a teaching aid has several benefits for use in English class. First, it can provide an environment that is communicated in the classroom because students can see and

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[4] Nani Hendrayani (2020) "The use of videos to improve students' speaking skills in English subjects offering services material in class XII catering services 4 semester 1 SMK Negri 3 Bogor 2017/2018 school years"

[5] Triana Wuri Cahyati, Ajeng Zasabila Kurniawati (2020) "Improve students' speaking skills using self-reflection videos in speech competitions"

listen to how speakers act and use words in real situations because the language used in the video is natural and authentic. Second, showing attitude and social; the relationship between characters in videos so that students can see non-linguistic features such as expressions facial expressions, gestures, and emotions. Third, it can be used as a means of motivation because the action in the video is lively so that students don't get bored. Fourth, provide cultural information about the setting and characters in the video. Last, can also be used as supporting material in teaching skills and language elements. For example, video can be used as a stimulus to group discussion or role play. It can also give students a lot opportunities such as to practice pronunciation, grammatical structures, and expressions idiomatic.

3. Erfan Mokhamad Wijaya (2017) with the title of the research "The application of the role-playing method in the form of dialogue to practice speaking skills in Mandarin for XI grade students of SMAN 2 Malang"[6]. States that In the role-playing method, participants are asked to perform certain roles and present "role-playing" and perform certain "dialogues" that emphasize character, traits, or attitudes that need to be analyzed. A played role must reveal a problem or real conditions that will be used material for discussion or discussion of certain material. After completing the role, the following steps are the analysis of the role play.

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[6] Erfan Mokhamad Wijaya (2017) "The application of the role-playing method in the form of dialogue to practice speaking skills in Mandarin for XI grade students of SMAN 2 Malang"

The players are asked to present their feelings about the role played, as well as other participants. From my opinion it can be concluded that the method of Role playing is a method of learning, that is, students do role-playing activities and do dialogues based on a case discussed as learning material.

4. I Komang Rika Adi Putra (2013) has a journal with the title "The application of jurisprudential learning through the Socratic dialogue method to improve the ability to express opinions of class X students of SMA Negeri 1 Sukasada"[7]. States that the role of Oral communication is very important in society. The good and bad relationships between community members is caused by the process of oral communication. It has This implies that speaking skills are very important to be mastered. However, In fact speaking skills mastered by students are still low, especially in class X SMA Negeri 1 Sukasada.

The results of research by Nani Hendrayani (2020), Triana Wuri Cahyati, Ajeng Zasabila Kurniawati (2020), found similarities using video media can improve students' speaking skills. Using video media as a learning medium can motivate students to focus more on learning and with learning video media can change the learning atmosphere to be more fun, while from the two research results above by Erfan Mokhamad Wijaya

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[7] I Komang Rika Adi Putra (2013)"The application of jurisprudential learning through the Socratic dialogue method to improve the ability to express opinions of class X students of SMA Negeri 1 Sukasada"

(2017) and I Komang Rika Adi Putra (2013) that using the application of student dialogue can express a problem or opinion.

So the conclusion of this study found differences that the research of Nani Hendrayani (2020), Triana Wuri Cahyati, Ajeng Zasabila Kurniawati (2020) used video media in learning while Erfan Mokhamad Wijaya (2017) and I Komang Rika Adi Putra (2013) used the dialogue method in learning.

B. The Concept Of Speaking Skill

1. Definition of speaking skill

There are a lot of definitions of the word "speaking" that have been suggested by researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information[8].

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two–way process including a true

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[8] Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, An analysis of factors influencing learners' english speaking skill

communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context. Speaking is so much a part of daily life that we take it for granted

Thornbury (1995:10) also says that speaking is interactive and requires the ability to co-operate in the management of speaking turns[9].

According to Bygate (1997: 7), speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is, however, a skill that deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends[10].

2. Characteristics of speaking skill

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately[11].

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[9] Firda gayuhaning rizki, A study on teaching speakng by using debate to the eleventh grade at sma 1 plosoklaten in academic year 2016/2017

[10] Nurmainiati & putri raisa, English Dialogue dalam meningkatkan kemampuan berbicara siswa

[11] Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, An analysis of factors influencing learners' english speaking skill

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skills. According to Hughes (2002), fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation[12].

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013)[13].

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

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[12] Madya giri aditama,dwi haryanti,musiman,fitria wulan sari, the anvantages of personal documentation video in improving students' speaking skill for presentation january 2020

[13] Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, 2017 An analysis of factors influencing learners' english speaking skill

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. To speak the English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

C. Teaching Speaking

Speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics.

They need to know that many different forms can be used to perform a function and that a single form can often serve a variety of functions. They must be able to choose among the most appropriate form, give the social context and the roles of the interlocutors. They also must be able to manage the process of negotiating meaning with their interlocutors.

Brown argues that in planning and implementing the technique in the interactive classroom, teachers need to make sure that their students can deal with types of spoken language. Moreover, Nunan in Brown states that much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course. In teaching oral

communication, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language.

D. Dialogue

1. The Notion of Dialogue

Communication is a two-way process: what A says helps to shape B''s replay,

which in turn influences A''s answer and so on. But A, however accurately he may

think he can predict what B will say, never knows for sure what exactly will be said.

Often big jumps are made which could in no way have been predicted. It is this

spontaneity and unpredictability of oral/aural communication. Traditionally, dialogue

practice was provided in such a way that students A and B were fully aware of what

each would say before the dialogue began (Matthews and Read, 1989: 24)[14]

The Oxford English dictionary defines dialogue as "the conversation written for and spoken by the actor on a stage" or "a conversation carried on between two or more people". It is a verbal exchange of ideas between people, and such fits the standard vision of how the dialogue would function

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[14] Nurmainiati & Putri Raisa, English Dialogue Dalam Meningkatkan Kemampuan Berbicara Siswa
3 Desember 2019-Mei 2020

in the classroom. Dialogues are a very useful teaching technique once an initial set of vocabulary is understood. The purpose of using dialogue is to present a situation of real language in which the student role-plays in a safe environment before being met by the real thing. By using role-playing dialogues, the students come to own the language-to internalize the phrases used so they become a part of their repertoire (of English.

According to Stevick (1994: 70), most the so-called audiolingual courses base

each of their early lesson in a dialogue. The dialogue is a sample of how the language

is used as the strategy to „over learns‟ the dialogue. „overlearning‟ means not merely

memorizing; it means memorizing so thoroughly that one can recite the whole

very rapidly almost without thinking about it. In later steps, the learner examines selected points of grammar that are illustrated in the dialogue, goes through a series of drills on these points, and finally uses the new material in genuine or simulated communication[15].

Goncalves (1992:67) states that the word "dialogue" means speech or conversation between two people. It expresses a communicative relationship between two beings, and it evokes intentions, ways of acting,

[15] Ratna Kurnia Dewi 2011, Improving Students' Speaking Skill Through Dialogue (An Action Research Conducted At The Tenth Year Students of SMAN 1 Teras, Boyolali of The Academic Year 2010/2011)

emotions, and cogitations, memories; hence, the word "dialogue" refers to a great deal more than the simple coming and going of sounds and meanings[16].

Dialogue is concentrated conversation among equals and offers helpful ways

to work together cooperatively, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes (Winston, 2011). The dialogue will join participants on multiple levels of interaction and into every conversation, making consensus an achievable goal and building momentum that carries participants beyond conversation and into real-world action.

Rogers states that dialogue provides the means of contextualizing key structures and illustrates in which structures might be used as well as some cultural aspect of the target language (2001: 59). It also emphasizes correct pronunciation, stress, rhythm, and intonation. Productive dialogue creates an atmosphere where decisions can be made, community capacity can be strengthened and tangible civic, organizational, and personal outcomes are realized. Work on the listening and speaking skills essential for good dialogue.

Dialogues are popular activities in ESL textbooks for some linguistic as

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[16] Nurmainiati & Putri Raisa, Jurnal Ilmiah Bahasa Inggris (JIBI), Vol. IV.No.3,Desember 2019-Mei 2020 P-ISSN:2548 9461

well as cultural reasons. Dialogues are used and adapted to:

a. Demonstrate grammar in context

b. Facilitate conversation-This may parallel grammar instruction, but also gives specific language practice, for example, use of gambits and formulaic expression or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children.

c. Provide recreation such as a skit-These dialogue are bridging activities that provide spontaneous use of learner knowledge.

Dialogue presents spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them (Wood, 2002). From the description above, it can be said that dialogue is a conversation between two or more people to share ideas or points of view which contains many features of the language, and is intent on learning from each other.

2. *The Criteria of Good Dialogues*

In teaching the target language dialogue plays an important role. Almost any language class begins with dialogue. The following considerations are necessary to construct a good dialogue (Setiady, 2007: 2.8)[17].

a. The dialogue should be short.

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[17] Adi nugraha, improving the students speaking skill ability through dialogue (2018)

b. The dialogue should have not more than three roles.

c. The dialogue should contain repetition of new grammar.

d. The context should be interesting for the language learners.

e. Previous vocabulary and grammar should be included in the dialogue.

3. Dialogue in Language Learning

Learning to use a language freely is a lengthy and effortful process. When selecting learning activities, the teacher must always remember that the goal is to make students be able to interact freely with others: to understand what others wish to communicate in the broadest sense and to be able to convey to others what they wish to share. To do this effectively, however, the students must understand how the English language works and be able to make the interrelated changes for which the system of the language provides mechanisms. Linguistic aspects of spoken language with which students need to be familiar in their communication and various types of bridging activities are by using many kinds of dialogues (Rivers and Temperley, 1978: 5)

4. Using Dialogue Activities in Speaking Class

How to play dialogue in speaking class is by using various kinds of activities done in the classroom. Byrne (1997) such as mini dialogue; mapped dialogue; open dialogues; cue cards; discourse chain; information gaps; and students generated dialogues[18].

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[18] Fadkhuli janah, sulistyaningsih, yudy prasetyo, Teaching speaking using dialogue for describing mother

a. Role Play

Roleplay refers to a variety of classroom activities, from controlled information gaps to complex simulations. Roleplay is an activity for which the context and the roles of students are determined by the teacher, but in which students have the freedom to produce language which they feel appropriate to that context and their assigned roles (Dangerfield, 1989:34)[19].

Some ways of providing a framework for role-play practice:

1) Open-ended dialogue.

This term is used for dialogues that leave the learners free to decide how to develop them.

For example:

A= assistant in a bookshop

B= customer

A: Hello. Can I help you?

B: Well, I"m looking for a copy of......

A: Do you know the author"s name?

B: ....

A: Hmm. I"m pretty sure we have "t got a copy. Would you like me to order one for you?

B: ....

A: ....

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[19] Ratna kurnia dewi, Improving students speaking skill through dialogue (2011)

The dialogue can be written upon the blackboard; the students should not need to look at the text when they do their role play. And since there

E. Video

a. *Characteristics of Video*

Meyer (2002) in Muniandy and Veloo (2011: 173) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration, and on-screen text[20]. Furthermore, McKinnon (2011) in Muniandy and Veloo (2011: 175) acknowledges that video clips can portray settings, actions, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts[21].

Richards and Renandya (2002: 364) add that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language[22]. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with

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[20] Sinta Prasetia Trias Sari 2015,The Use Of Videos To Improve The Students Sapeaking Skills At Class VII B Of SMPN 2 Patuk In The Academic Year Of 2014/2015

[21] Muhammad abdurrizal, the use of questioning technique and short video to improve students speaking skill(2019)

[22] Dwi tugiwati 2014, the use of videos to improve the listening skills of class VII B students of SMPN 1 milatin the academic year of 2012/2013

suitable post-viewing activities. They also state that a video potential in language learning is only achieved when it is used as an integral part of the course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related to the goals of the course. One way to do this is to bring in the video to introduce or to expand a theme of the material that is already part of the curriculum.

b. *Types of Video*

For the teachers, it is also important to know the types of video. It will help them in choosing the suitable one to teach. Harmer (2001: 284) states that there are three basic types of video that can readily be used in class[23].

1) Off-air programs: programs recorded from a television channel should be engaging for students and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language, or as spurs for the students' activity. It is also important to know what the law is and realize that breaking it can have serious consequences.

2) Real-world video: Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential.

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[23] Muhammad abdurrizal, the use of questioning technique and short video to improve students speaking skill(2019)

3) Language learning videos: it means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also several other activities as well.

Concerning the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

F. Frame Of Mind

From the observations, the researchers found that MA As'Adiyah Belawa Baru students were not optimal in speaking skill. Students have difficulty in conveying ideas, thoughts, or communicating with teachers and friends, and students are also hesitant in speaking.

Using video dialogue allows students to play a role in a particular situation or problem. Students can understand the content of their role in dialogue so that students can optimize their speaking skill and how to convey ideas and opinions through speaking in everyday life.

The description of the pattern of solving through the following stages.

Current condition	Action	Purpose
1. students have difficulty in conveying ideas or communicating with teachers and friends. 2. students hesitate in speaking.	1.explanation about speaking using video dialogue 2. learning about speaking using video dialogue.	1.Learning is more varied 2. students are more enthusiastic in learning using video dialogue 3. The students' speaking skill is increasing.

Initial evaluation

Final evaluation

G. Action Hipotesis

Based on the questions and research objectives that have been formulated, the hypothesis of this action is an effective way of teaching speaking using video dialogue at MA As'Adiyah Belawa Baru.

H. The Use Of Video Dialogue In Teaching Speaking

Video dialogue is the skill of speaking reciprocally between two or more people. Contrary to a discussion that tends a specific goal, reaching an agreement, solving a problem, or winning someone's opinion, video dialogue is not a technique for problem-solving or a means of conflict resolution.

A dialogue video is a literary and theatrical one that consists of oral or written conversations between two or more people. In the video dialogue, the parties involved share information, data, facts, thoughts, ideas, and opinions, and try to consider, understand and accept each other. In dialogue video speaking skills, there is no monopoly on speech and truth. What exists is the sharing and exchange of information and ideas. From the dialogue video, it is hoped that a broader and deeper mutual understanding and understanding will be formed on the subject matter for the dialogue.

The steps for using the video dialogue :
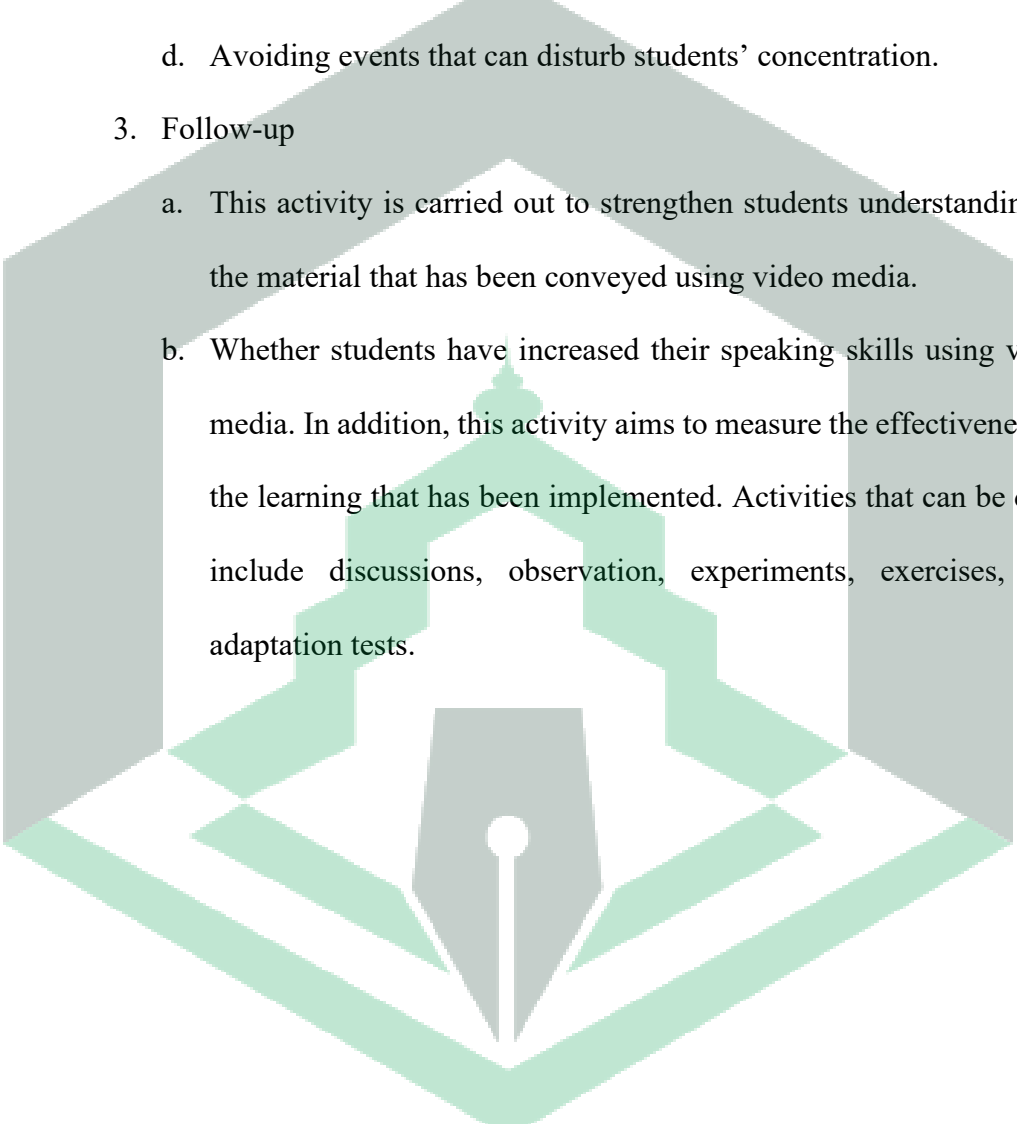
1. Preparation

    The activities carried out by the teacher during preparation used the video, namely;

    a. Make plans for implementing learning.

    b. Prepare and arrange the video media equipment to be used.

    c. The teacher must ensure that students are ready to learn.

2. Implementation / presentation

    When implementing learning using video media, teachers need to consider such as.

a. Ensure that the media and all equipment are complete and ready to use.

b. Describe the objectives to be achieved.

c. Inform students about today's learning topics

d. Avoiding events that can disturb students' concentration.

3. Follow-up

a. This activity is carried out to strengthen students understanding of the material that has been conveyed using video media.

b. Whether students have increased their speaking skills using video media. In addition, this activity aims to measure the effectiveness of the learning that has been implemented. Activities that can be done include discussions, observation, experiments, exercises, and adaptation tests.

CHAPTER III

RESEARCH METHOD

A. Types Of Research

1. Classroom action research

Dr. Karwono, M.Pd definition of classroom action research (CAR) has developed since in the second world war, this time CAR is growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR. According to Stephan Kemmis as quoted D. Hopkins in his book entitled A teachers to guide to classroom action research, stated action research is; a form of self-reflective inquiry undertaken by participants in a social (including education) situation to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of this practice, and (c) the situation in which practices are carried out.

Briefly CAR is a form of assessment that is reflective of the perpetrators' action, to increase the stability of rational-action them in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices are implemented.

To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:

Planning ⟶ acting ⟶ observation
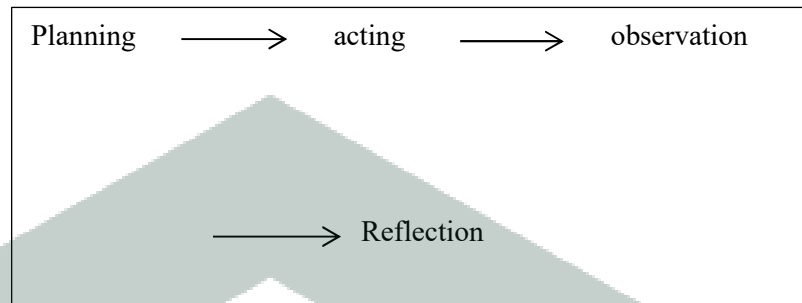
⟶ Reflection

The four phases of a cycle within the CAR can be described by a spiral of CAR such as the following:

Plan

Reflective

Action/Observation

Reflective

Action/Observation

Reflective

Action/Observation
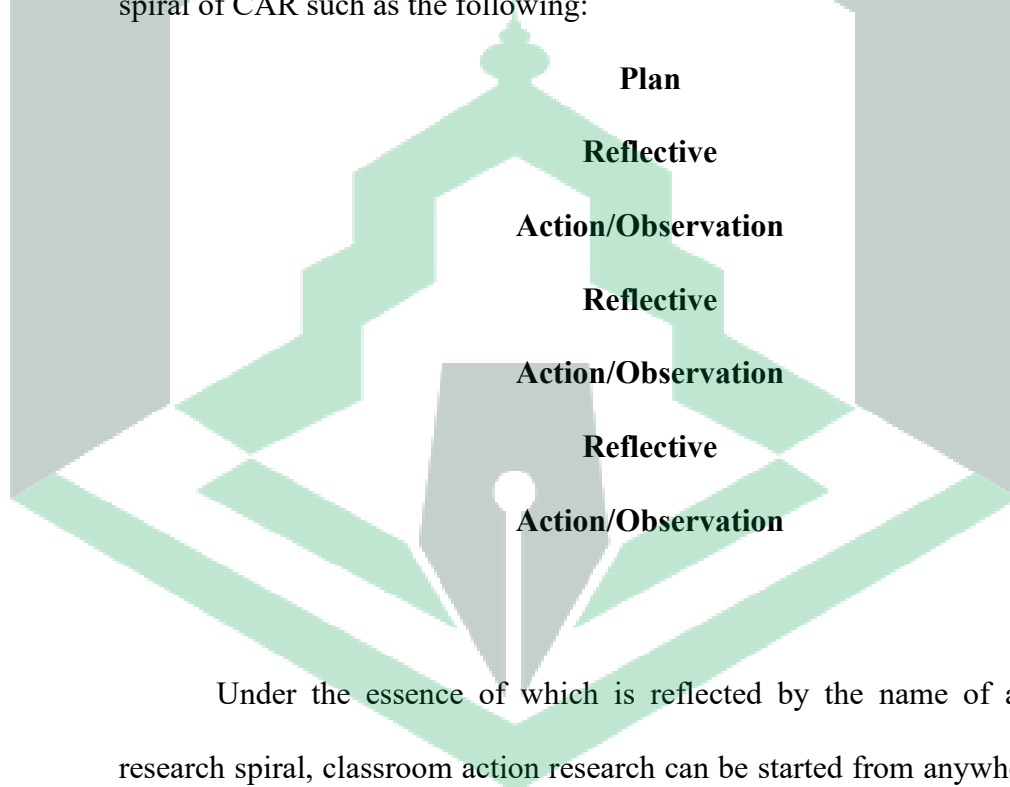
Under the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

2. Procedure of classroom action research

It is assessment process through the system cycle various learning activities, according to Raka Joni (1998) there are five stages, namely;

a. The development focus of the research problem.

b. Planning corrective actions.

c. Implementation of corrective action, observation, and interpretation.

d. Analysis and reflection.

e. Planning follow-up (see Figures 1 and 2).
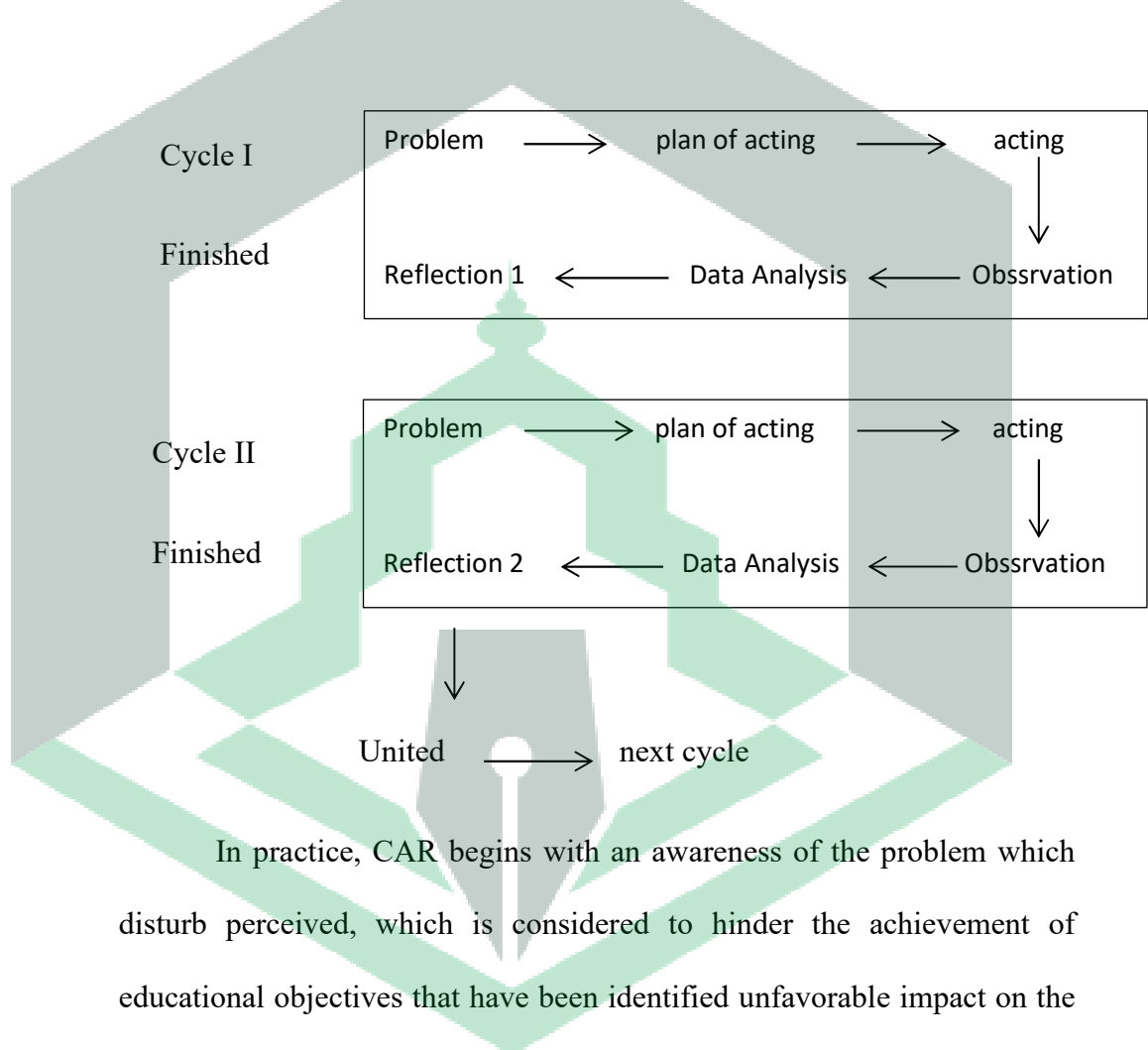
In practice, CAR begins with an awareness of the problem which disturb perceived, which is considered to hinder the achievement of educational objectives that have been identified unfavorable impact on the process and or learning outcomes audiences students, and school program or implementation of something. Starting from awareness of the existence of this problem in a more sharply focused if necessary to collect additional field data in a more systematic and/or conduct studies relevant literature.
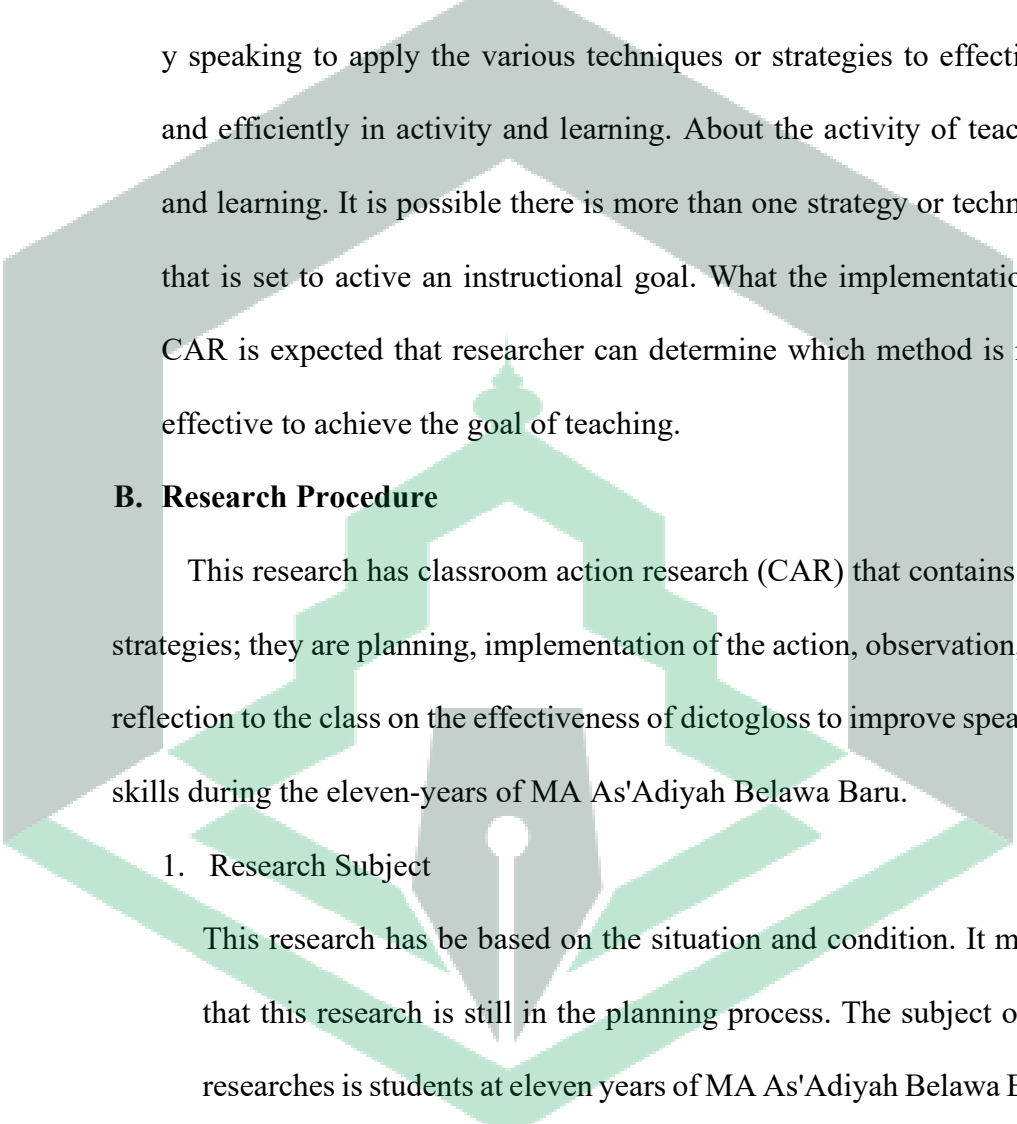
3. Types of Classroom Action Research

There are four types of CAR, namely;

a. CAR diagnostic

b. CAR participants

c. CAR empirical

d. Experimental CAR (Chein, 1990)

For more details, here presented in brief about the CAR, they are;

a. CAR diagnostic: is mean by CAR diagnostic research is designed to guide researchers toward an action. In this case, researches to diagnose and into a situation that is in the background research. An example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have perfumed at a school or classroom.

b. CAR participants : a study participant was described as CAR if the person who will carry out the study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researches always involved, subsequent researches to monitor,criticize and collect data, then analyze the data and ended with the reported results of their research. CAR participation can also be done at school as well as examples in item an above. Only, here the researcher claimed involvement directly and continuously from the beginning to the end of the study.

c. Empirical CAR: Ia mean by empirical CAR is when researchers attempt to perform any act or action and open what it does and what happens during the action. In their daily work.[24]

d. Experimental CAR, which is categorized as experimental of CAR held y speaking to apply the various techniques or strategies to effectively and efficiently in activity and learning. About the activity of teaching and learning. It is possible there is more than one strategy or technique that is set to active an instructional goal. What the implementation of CAR is expected that researcher can determine which method is most effective to achieve the goal of teaching.

B. Research Procedure

This research has classroom action research (CAR) that contains four strategies; they are planning, implementation of the action, observation, and reflection to the class on the effectiveness of dictogloss to improve speaking skills during the eleven-years of MA As'Adiyah Belawa Baru.

1. Research Subject

This research has be based on the situation and condition. It means that this research is still in the planning process. The subject of the researches is students at eleven years of MA As'Adiyah Belawa Baru. in the 2020/2021 academic year that consisted of one class and the students in the class are 20 students

2. Time and Length Of Action

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[24] Dr. Iskandar, M.Pd, *Penelitian Tindakan Kelas*, GP. Press, Ciputat, 2009,p. 27-28

The research time starts on Sunday, October 17 2021, until

Sunday, October 31 2021. This research was conducted for 15 days

3. Research Place

The research was carried out at MA As'Adiyah Belawa Baru Jl.

Datuk Sulaiman Belawa Baru Village Pattimang Kec. Malangke

Barat Kab. Luwu Utara.

The Steps Of Classroom Action Research

Cycle 1

a. Planning

1. In this section, the teacher prepares the material that would be given to the students.

2. Make lesson planning based on the curriculum, and arrange material of lesson planning and it should be based on the speak by video dialogue in speaking skill.

3. Arrange the test to know to increase of a result after they speaking through dialogue.

b. Action

1. The teacher divides each student into pairs

2. Students pay attention to the teacher explaining today's topic.

3. The teacher prepares a sample video dialogue with the topic of Asking and Giving Information.

4. Students watch sample video dialogues on LCD/ Laptop

5. Students are asked to ask if there is something that has not been understood from the video they are watching.

6. The teacher distributes the dialogue text to each group.

7. Students are given 10 to 15 minutes to practice in front of friends and teachers.

c. Observation

In this phase, the research will observe directly the activeness, response, and participation of students found during the teaching and learning process.

d. Reflection

The result of data continued in the analysis until the reflection after-action research. The reflection is discussed as well as a guidance lecturer while the teacher and should make research planning for the next cycle. The research plan is the plan for the next cycle which repair from cycle I

Cycle II

this cycle just like the first cycle, the second cycle is planned in two-time meetings. The phase they do in this cycle was not different from the

cycle before. Something that is still less in the first cycle is improving in the second cycle.

a. Planning

1. In this section, the teacher prepares the material that would be given to the students.

2. Make lesson plan based on the curriculum, and arrange material of lesson plan and it should be based on the material of dialogue video in speaking skill.

3. Arrange the test to know to increase of a result after they speaking through dialogue.

b. Action

1. The teacher divides the students into 5 groups consisting of four students in each group.

2. Students pay attention to the teacher explaining today's topic.

3. The teacher prepares a sample video dialogue with the topic of Story in Dialogue.

4. Students watch sample video dialogues on LCD/ Laptop.

5. Students are asked to ask if there is something that has not been understood from the video they are watching.

6. The teacher distributes the dialogue text to each group.

7. Students are given 10 to 15 minutes to practice in front of friends and teachers.

c. Observation

In this phase, the research will observe directly the activeness, response, and participation of students found during the teaching and learning process.

d. Reflection

After the action was carried out in cycle II, it could be seen that students became more confident and bolder when speaking in public. This shows that the application of video dialogue learning media can improve students' speaking skills. In the implementation of the second cycle of actions, several changes were made from the first cycle. This was done as an effort to improve the reflection and results obtained from the implementation of the first cycle of action.

C. Research Target

The method used in this researcher will classroom action research method (CAR) it haves strategies that are: planning, action, observation, evaluation, or reflection.

This research will make some cycles, namely; first and second cycles, and each cycle was a series of activities that has a close relation.

Where the realization of the second cycle will continue and repair from the first cycle.
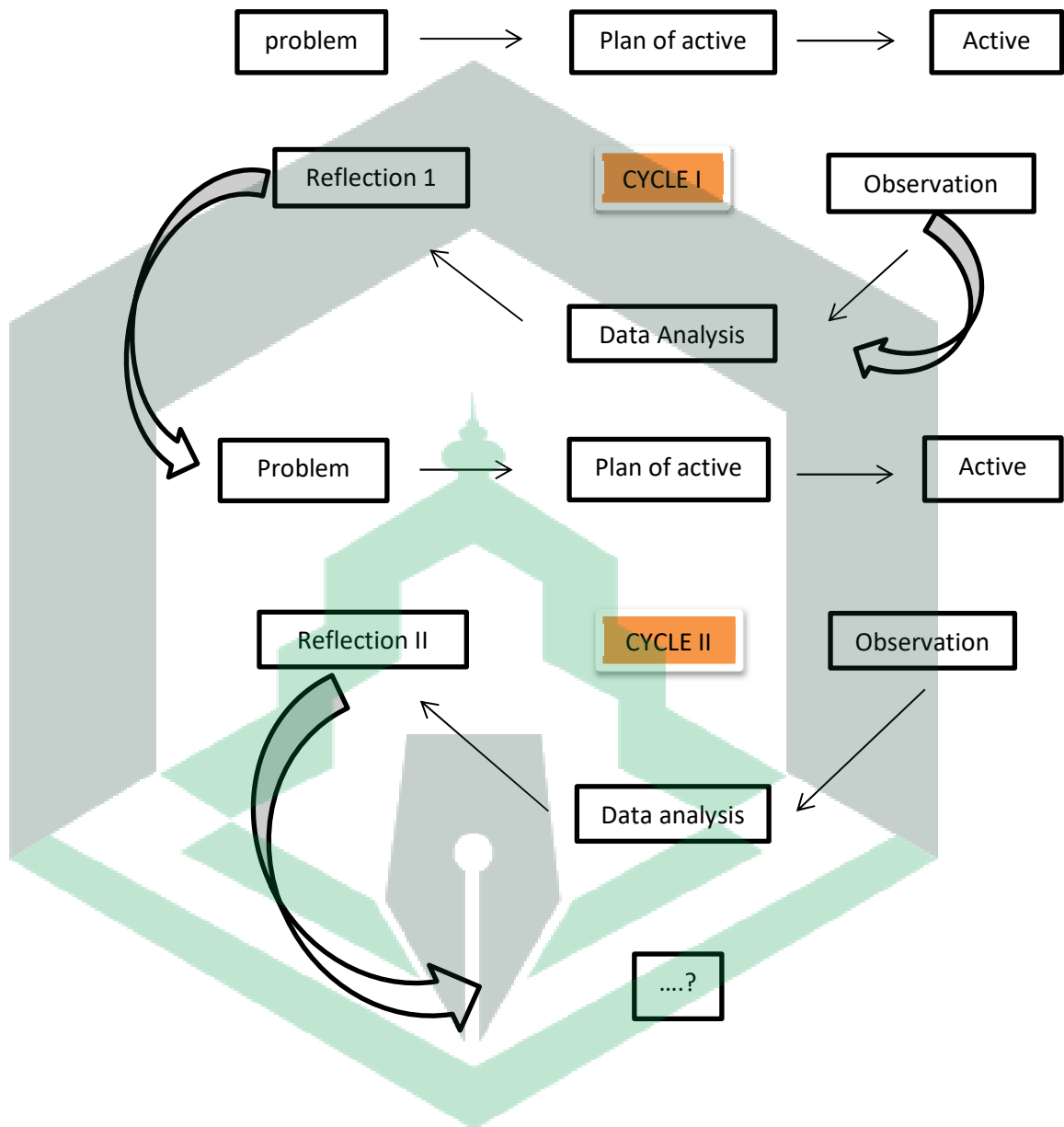
The cycle of classroom action research (Hopkins,1992;52)

D. Research Instrument

Observation

Researchers directly observe students speaking while doing dialogue practice. The research wrote down what the students lacked in speaking, then the researcher explained and gave input related to the students' shortcomings.

E. Data Collection Techniques

The technique is meant that use to solve the problem. There are some methods of collection data. They are observation, test, and discussion. In this case technique of data collection world be used this research is as follow:

1. Observation; It aims to find out the student's participated during the teaching and learning process.

2. Test; It aims at findings out the students increasing speaking mastery students skills by using dialogue video

3. Discussion ; among the research as teachers with collaborators, As way to made reflection in each cycle.

F. Data Analysis Technique

There was some criteria used by the researchers for the student's score. The criteria are as follow :

1. Accuracy

2. Fluency

3. Comprehensibility

There all evaluated the following marking scheme (using 6-point of scale) as follow

Table 3.1 Accuracy, Fluency, and Comprehensibility

Accuracy	Fluency	Comprehensibility
6.Pronunciation is only very slightly inb nfluenced but the mother-tongue. Two or three minor grammatical and lexical errors.	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions by the listener for the sake of clarification are necessary.
5. Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.	The speakers' intention and general meaning are fairly clear. A few interruptions for the sake of clarification is necessary.
4. Pronunciation is still moderately influenced by the mother tongue but has no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confection.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery and fragmentary but success in conveying the general meaning.	Most of what the speaker says and easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the

	Fair range of expression.	message or see clarification.
3. Pronunciation is still moderately influenced by the mother tongue but has no serious phonological errors. several grammatical and lexical errors. But only one or two major errors confuse.	Has to make an effort for much time. Often has to search for the desired meaning '. Rahter halting delivery. And fragmentary. The range of expression is often limited.	The listener can understand a lot of what is said, but he must constantly see clarification cannot understand many of the speaker's more complex or longer sentences.
2. Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic "grammatical and lexical errors	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression	Only small bits (usually short sentences and phares) can be understood and then with considerable effort by someone who is used to listening to the speaker
1. Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having *mastered any of the language* skills and	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. *Very limited range of expression*	Hardly anything of what is said can be understood. Even the listener makes a great effort of interrupt, the speaker *is unable to clarify anything* he seems to have said[25]

[25] J.B. Heaton, *Writing English Language Test* (longman Group, UK England, 1991)

areas practiced in the course.		

G. Operational Definition

Definition of video dialogue is a reciprocal conversation between two or more people in a conversation or written work. Linguistically, dialogue comes from greek and logos which means the human way of using words. In other terms, dialogue is a literary and theatrical activity consisting of an oral or written conversation between two or more characters. Dialogue is a communication process that must consider semantic and pragmatic rules. The definition of speaking skill is the delivery of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Findings**

1. **Condition Of The Class**

   The researcher conducted research and got some data about the condition of students in class, which is a student problem. The researcher found that they lacked speaking practice and students were not interested in learning, meaning that students needed new techniques to improve their speaking skills.

2. **Description The Result Of The First Cycle**

   a. **Planning**

   1) Researchers Prepare lesson plans that describe the teacher's steps and student steps in solving students' speaking skills problems.

   2) Researchers prepare all the facilities needed in carrying out the teaching and learning process by using video dialogue

   3) Researchers determine success indicators before starting this research.

   The first meeting

   The action begins on October 17, 2021, in the first lesson at 10:30 for the first meeting of cycle 1. The researcher opens the class by saying "Salam" and the students saying "Waalaikumsalam Wr. Wb". And the researcher asked the condition of the students like "hello! Good Afternoon, How are you today?." and the students answered, "afternoon

miss, Alhamdulillah good". Then the researcher introduced himself and his collaborators.

In this action, the researcher explains what dialogue is, the researcher also explains the basic rules of dialogue and the conditions for dialogue. And finally, the researcher also conveyed the benefits of dialogue. The researcher also continued by dividing the students into pairs.

The researcher closed the class by concluding. Then the researcher suggested to all students to study again and understand dialogue because at the next meeting students will have a dialogue.

The second meeting

The second meeting will be continued on October 21, 2021 at 11.30 WIB. The researcher greeted by saying assalamu'alaikum wr, wb. After that, the researcher checked the students on the attendance list.

In this action, the researcher started showing a video dialogue about asking and giving advice and the students were very enthusiastic to watch the video because according to the students it was very interesting. After the students watched the video, the researcher gave the students a paper containing the dialogue then the researcher gave 15 to 20 minutes to study the dialogue well.After the students studied the dialogue, the researcher gave time for each group that had been divided to perform a dialogue.

Then the researcher suggested to all students to study again because at the next meeting students will not have a dialogue in pairs again but will have a dialogue with four people in one group.

3. Observation

Evaluation of students' speaking ability shows that students know that the use of video dialogue in speaking is a mostly low score. The mean score was only 62 from cycle 1. See the table below:

Table 4.1 Cycle 1 Aspects of assesment

Respondents	Aspects of assessment			Total	Skor of test
	Accuracy	Fluency	Comprehensibility		
S1	4	4	3	11	61
S2	3	2	3	8	44
S3	3	3	2	8	44
S4	3	3	4	10	55
S5	3	3	3	9	50
S6	4	2	2	8	44
S7	3	3	3	9	50
S8	4	2	4	10	55
S9	3	3	2	8	44
S10	4	3	3	9	50
S11	2	3	3	8	44
S12	4	3	3	10	55

S13	3	3	2	8	44
S14	2	3	4	9	50
S15	3	3	2	8	44
S16	4	4	3	11	61
S17	2	4	2	8	44
S18	3	2	4	9	50
S19	4	4	3	10	55
S20	3	3	3	9	50
Accuracy + fluency + comprehensibility				180	994

Calculating the mean score of the students' speaking test cycle 1

$$Md = \sum x/N$$

$$Md = \frac{994}{20}$$

$$= 49,7$$

1. The result of observation of students' activities during the teaching and learning process, it could be seen in the table below :

Respondents	Students participation					
	Excellent	Fairly good	Good	Average	Poor	fairly Poor
S1			✓			

S2			✓
S3			✓
S4		✓	
S5		✓	
S6			✓
S7		✓	
S8		✓	
S9			✓
S10		✓	
S11			✓
S12		✓	
S13			✓
S14		✓	
S15			✓
S16	✓		
S17			✓
S18		✓	
S19	✓		
S20		✓	
Total	3	9	8

Table 4.2 Cycle 1 Students Participation Results

Diagram 1

Cycle 1 observation
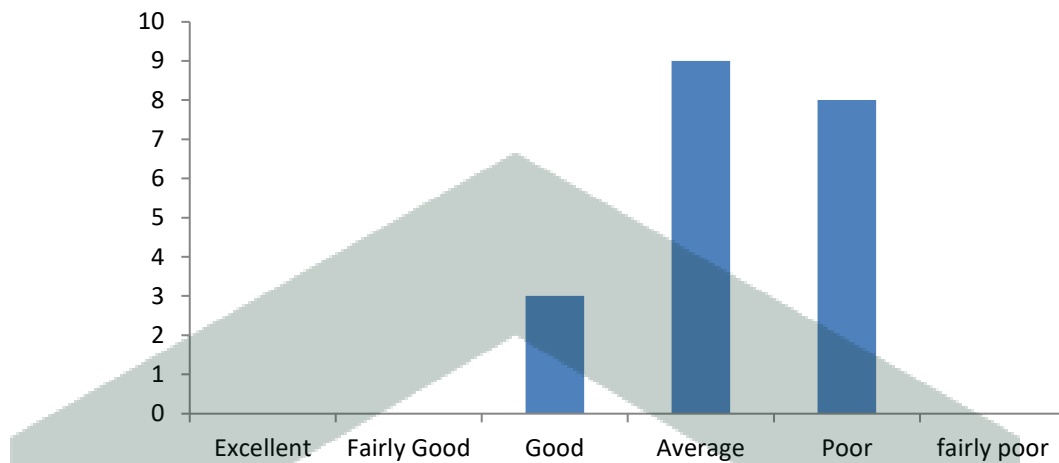
Based on the scoring of the test in cycle 1, it can be seen at the table

1. Accuracy

Table 4.3 The Results Of The Percentage Of Students' Accuracy In Cycle I

Classification	Score	Frequency	Total sample
Excellent	6		20
Fairly good	5		20
Good	4	7	20
Average	3	10	20
Poor	2	3	20
Fairly poor	1		20

The table above showed that the students score in the area of the accuracy of a cycle which their none of the students got "excellent", 7 of the students

got "good", 10 of students got "average" and 3 of the students got "poor and none of the students got "fairly poor".

2. Fluency

Table 4.4 The Results Of The Percentage Of Students' Fluency In Cycle I

Classification	Score	Frequency	Total sample
Excellent	6		20
Very good	5		20
Fairly Good	4	4	20
Average	3	12	20
Poor	2	4	20
fairly poor	1		20

The table above showed that the students score in the area of the accuracy of cycle 1 which were where none of the students got "excellent, fairlt good and fairly poor",4 of the students got "good", 12 of the students got "average" and 4 of the student got "poor"

3. Comprehensibility

Table 4.5 The Results Of The Percentage Of Students' Comprehensibility In Cycle I

Clasification	Score	Frequncy	Total sample
Excellent	6		20
Fairly good	5		20

Good	4	4	20
Average	3	10	20
Poor	2	6	20
fairly poor	1		20

The table above that the students score in the area of the accuracy of cycle 1 which there were none of the students got "excellent, fairly good and fairly poor, 4 of the students got "good", 10 of the students got "average" and 6 of the student got "poor".

4. **Reflection**

The researcher together with the supervisor conducted an analysis of the results of the learning observations looking for the weaknesses and strengths of the learning improvements that had been made. The cause of the low student learning outcomes in cycle 1 is the less active students in speaking and in group discussions. The learning method used does not arouse student motivation.

Based on the supervisor's input on these findings, the researcher together with the supervisor designed the improvement of learning cycle 2 by:

- Researchers explain the material better

- Researchers use different models in cycle 1

- The researcher divides the students into 4 people in each group.

5. **Description of the result of the second cycle**

a. **Planning**

Researchers hope that in cycle II students are more active than before. Planning in cycle II is different from cycle I. In cycle II it makes students active in class. Reflection in cycle I is considered to plan cycle II

To reduce the weaknesses of the first cycle, the second cycle is planned as follows:

☐ Researchers explain the material further

☐ Researchers use different models in cycle 1

☐ Researchers ensure that students can have a better dialogue.

b. Action

The first meeting

The first meeting in cycle II was continued on October 24, 2021 at 10.30 WIB. The researcher greeted the students by saying "Assalamualaikum Wr. Wb". after that the researcher checked the students on the list of officers and then asked the student's readiness to take part in the learning process.

In this action, the researcher said to the students "The first thing I want to tell you about the results of cycle 1 that is the first and second meetings is that many students get below-average scores in the test and I hope you all improve your speaking skills and now I will explain different material About "Stories"

The researcher conveys to students that by telling stories, you can better master the dialogue and can better understand the meaning of the

prayer the researcher displayed a video dialogue about the holidays then the students were asked to pay close attention to the video. After the students watched the video dialogue, the researcher asked the students to sit down with their group friends then the researcher distributed the dialogue text about the holiday story to the students then the researcher asked the students to understand the contents of the dialogue well within 15 to 20 minutes.

After the learning process is complete, the researcher suggests to all students to study again because at the next meeting students will appear in front of their friends for dialogue.

The second meeting

The second meeting in cycle II was continued on October 31 at 10:30 WIB. The researcher greets the students by saying "Assalamualikum Wr.Wb". And students say "Waalaikumsalam Wr.Wb". before starting to study, the researcher gave instructions to the students "are you ready to have a dialogue? "ready" students. Researcher "ok", before starting. I want you to sit with your group."

In this action, the students were very active and enthusiastic to have a dialogue with their group friends. Then the researcher gave time for each group to perform a dialogue. After all, groups finished the dialogue, the researcher thanked him profusely for helping in my research.

    c. **Observation**

Based on the observation activities carried out by researchers and collaborators in cycle II, researchers and observers observed learning activities and participation about class conditions and active students in the class to carry out the dialogue process, their confidence increased more to speak in English. , the class situation was more conducive than the first cycle, and then the students' speaking increased in the second cycle.

Table 4.6 Cycle II Aspects of assessment

Respondents	Aspects of assessment			Total	Skor of test
	Accuracy	Fluency	Comprehensibility		
S1	4	5	4	13	72
S2	4	5	6	15	83
S3	5	4	5	14	78
S4	5	4	5	14	78
S5	5	5	5	15	83
S6	4	4	5	13	72
S7	6	4	4	14	78
S8	5	4	4	13	72
S9	4	6	4	14	78
S10	4	6	5	15	83

S11	5	4	6	15	83
S12	6	4	4	14	78
S13	4	5	5	14	78
S14	4	5	4	13	72
S15	5	4	4	13	72
S16	4	6	4	14	78
S17	4	6	5	15	83
S18	5	5	6	16	87
S19	5	4	5	15	83
S20	5	6	5	16	87
Accuracy + fluency + comprehensibility				285	1.578

Calculating the mean score of the students' speaking test cycle II

$$Md = \sum x/N$$

$$Md = \frac{1.578}{20}$$

$$= 78,9$$

1. The result of observation is students' activities during the teaching and learning process. It could be seen in the table below :

Table 4.7 Cycle II Students Participation Results

Respondents	Students participation					
	Excellent	Fairly good	Good	Average	Poor	fairly Poor
S1			✓			
S2		✓				
S3			✓			
S4						
S5		✓				
S6			✓			
S7			✓			
S8			✓			
S9			✓			
S10		✓				
S11		✓				
S12			✓			
S13			✓			
S14			✓			
S15			✓			
S16			✓			
S17		✓				
S18	✓					
S19		✓				

S20	✓	✓	
Total	2	6	12

Diagram II

Cycle II Observation

Based on the scoring of the test in cycle 1, it can be seen at the table :

1. Accuracy

Table 4.8 The Results Of The Percentage Of Students' Accuracy In Cycle II

Clasification	Score	Frequncy	Total sample
Excellent	6	2	20
Fairly good	5	9	20
Good	4	10	20

Classification	Score	Frequency	Total sample
Average	3		20
Poor	2		20
Fairly poor	1		20

The table above showed that the students score in the area of the accuracy of cycle II which there were 2 of the students got "excellent, 9 of the students got "fairly good", 10 of the students got "good", and none of the students got poor and average.

2. Fluency

Table 4.9 The Results Of The Percentage Of Students'

Fluency In Cycle II

Classification	Score	Frequency	Total sample
Excellent	6	5	20
Fairly good	5	6	20
Good	4	8	20
Average	3		20
Poor	2		20
Fairly poor	1		20

The table above showed that the students score in the area of fluency of cycle II which there were 5 of students got "excellent", 6 of students got "fairly good", 8 of the students got "good", and none of the students got "average, poor and fairly poor.

3. Comprehensibility

Table 4.10 The Results Of The Percentage Of Students'

Comprehensibility In Cycle II

Clasification	Score	Frequncy	Total sample
Excellent	6	3	20
Fairly good	5	9	20
Good	4	8	20
Average	3		20
Poor	2		20
Fairly poor	1		20

The table above showed that the students score in the area of comprehensibility of cycle II which there were 3 of the students got "Excellent",9 of the students got "fairly good", 8 of the students got "good", and none of the students got "average, poor and fairly poor".

d. **Reflection**

Reflection activities in cycle II were carried out based on the results of observations. The researcher and the supervisor carried out an analysis of the results of the learning observations, looking for weaknesses and strengths of the learning that had been carried out.

Based on observational data, the improvement of learning cycle II was declared successful, all students had been actively conducting group discussions, so that learning outcomes increased to the expected

percentage. The success of improving learning cycle II cannot be separated from the use of dialogue videos and dialogue groups.

B. Discussion

Based on the results of the study, the researcher explained that the increase in students' speaking using video dialogue was under the first cycle and increased in the second cycle. In this case, the researcher divides the discussion into two, namely (1) discussion of data analysis to find out whether video dialogue is effectively applied in teaching speaking. This can be seen from the results of cycle I. (2) Discussion about student activities in speaking skills using video dialogues.

This can be seen from cycle II. In cycle 1, it was seen that students were still hesitant in speaking and were not confident in appearing in dialogue in front of their friends. In cycle II, students' fluency increased, students practiced expressing what the players said in the video so that it could increase students' accuracy. students and their partners in the dialogue process can have conversations without miscommunication. In the second cycle the researchers got a good response from the students. Students are active and confident enough to speak English. They can enjoy the teaching and learning process, and their scores increase in cycle II.

It can be proven that dialogue videos are very effective in teaching speaking to class XI MA As'Adiyah Belawa Baru students.

In the second cycle, the researchers got a good response from the students. Students are active and confident enough to speak English. They can enjoy the teaching and learning process, and their grades increase in cycle II.

It can be proven that video dialogue is very effective in teaching speaking to class XI MA As'Adiyah Belawa Baru students.
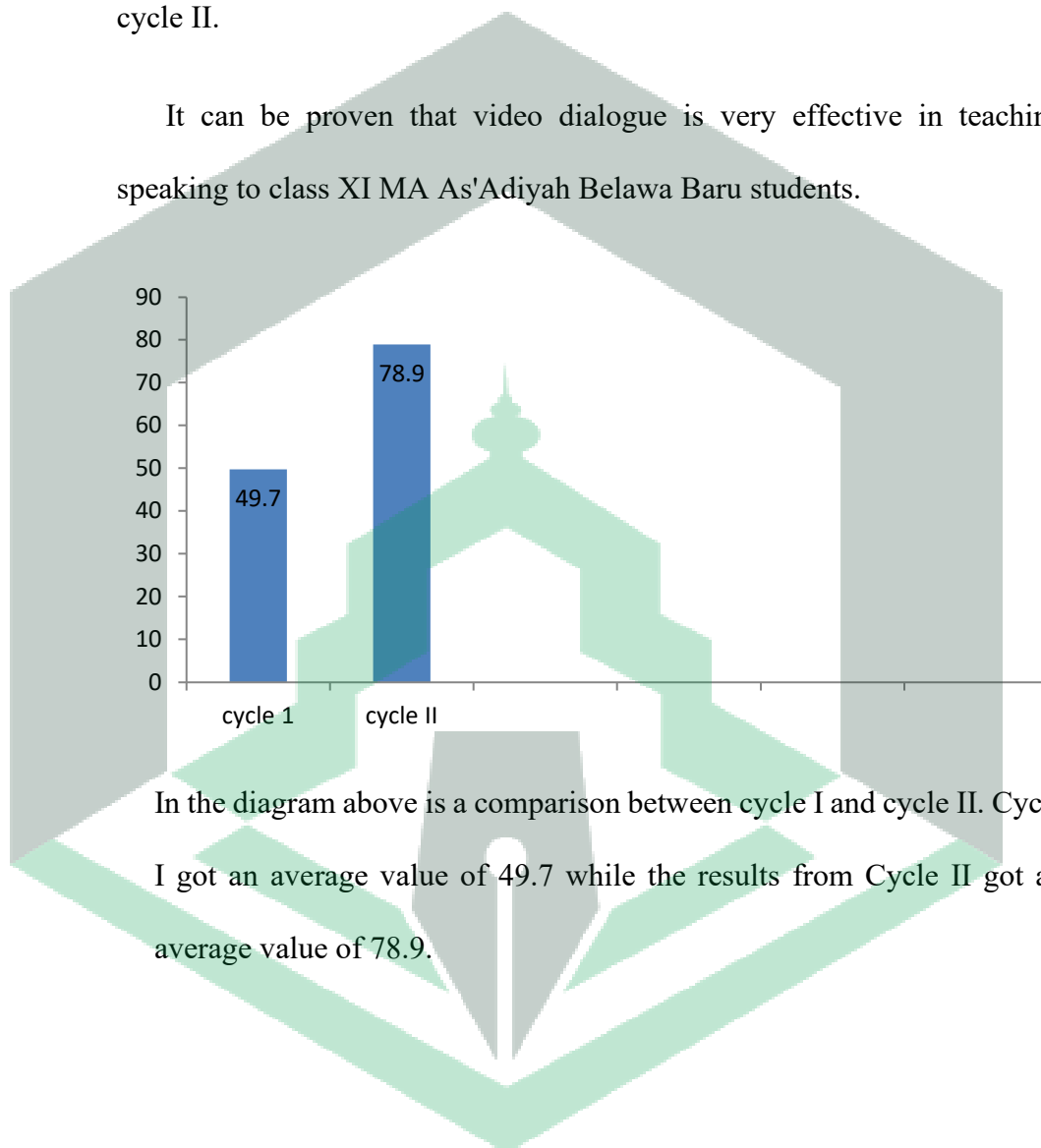
In the diagram above is a comparison between cycle I and cycle II. Cycle I got an average value of 49.7 while the results from Cycle II got an average value of 78.9.

CHAPTER V

CONCLUSION,IMPLICATION AND SUGGESTION

A. CONCLUSION

Based on the research in Chapter IV, the researcher has examined the students of class XI MIPA MA As' Adiyah Belawa Baru from October 17 to October 30, 2021. This research aims to improve speaking skills through the use of video dialogues due to the lack of students' speaking skills. Research using video dialogue is an effective way to improve students' speaking skills. This research was carried out in two cycles. The first cycle consisted of two meetings and the second cycle consisted of two meetings.

Research can show students how native speech in videos speaks English in grammatically correct pronunciation. In addition, the research also shows students how to speak fluently and correctly in English by using video dialogues. In addition, videos can increase student motivation, videos can attract students' attention and motivation to learn the material better than if they only research material from books.

Students' English ability can be seen from the evaluation results which increased from cycle I (49.7) to cycle II (79.7). Improving the quality of learning can be seen from the percentage of students who experience and increase activity from cycle I (45%) to cycle II (75%)

B. IMPLICATIONS

1. Theoretical Implications

   The theoretical implication of this research is that the results of the data are considered by the teacher to use the dialogue video learning model as an effort to improve students' speaking outcomes at MA As'adiyah Belawa Baru.

2. Practical Implications

   The results of this research can be used as input for teachers to apply the dialogue video learning model to improve students' speaking outcomes at MA As'adiyah Belawa Baru. Based on the findings and discussion of the results of this research, this research can be used by researchers to assist in dealing with similar problems. In addition, further research is needed on teacher efforts to improve student learning outcomes.Implikasi Praktis

C. SUGGESTIONS

After concluding the results of student activities in each cycle, the researcher would like to give some suggestions for English teachers and students. The suggestions are as follows:

1. An English teacher must study the characteristics of students, including psychological conditions before carrying out the teaching and learning process.

2. To develop quality English skills, English teachers should apply dialogue videos as one of the best ways to improve their speaking skills.

3. The English teacher must provide comfort, focus on students in delivering the material so that students can relax in learning. And teachers must be able to control their emotions so that students do not feel tense and afraid to speak.

4. English teachers must prepare teaching media for students so that students are more comfortable, happy, and not bored.

5. Students can learn English not only in class but also anywhere, such as watching movies, doing simple dialogues every day with friends or teachers, and also at home as long as they have the motivation to do so in improving their speaking skill.

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APPENDICES

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)
Jalan Simpurusiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
Nomor : 18686/01268/SKP/DPMPTSP/X/2021

Membaca	:	Permohonan Surat Keterangan Penelitian an. Andi Reski Saputri AZ. beserta lampirannya
Menimbang	:	Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/426/X/Bakesbangpol/2021 Tanggal 18 Oktober 2021
Mengingat	:	1. Undang-Undang Nomor 19 Tahun 2008 tentang Kementrian Negara;
		2. Undang-Undang Nomor 24 Tahun 2014 tentang Pemerintahan Daerah;
		3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
		4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
		5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
		6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

MEMUTUSKAN

Menetapkan	:	Memberikan Surat Keterangan Penelitian Kepada ;
	Nama	: Andi Reski Saputri AZ
	Nomor	: 085341411180
	Telepon	
	Alamat	: Dsn. Leitekeng, Desa Atuen Kecamatan Malangke Barat, Kab. Luwu Utara Provinsi Sulawesi Selatan
	Sekolah / Instansi	: Institut Agama Islam Negeri Palopo
	Judul Penelitian	: The Use Of Video Dialogs In Improving Students Speaking Skill At MA As Adiyah Belawa Baru
	Lokasi Penelitian	: MA As Adiyah Belawa Baru, Desa Patimang Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut:

1. Surat Keterangan Penelitian ini maka berlaku pada tanggal 17 Oktober s/d 26 Oktober 2021;
2. Mentaati semua peraturan Perundang-Undangan yang berlaku;
3. Surat Keterangan Penelitian ini di atur kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak memenuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya Jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 17 Oktober 2021

KEPALA DINAS

Hikmah Lahay, SE
NIP. 19680131998031007

Retribusi : Rp. 0,00
No. Seri : 18686

DPMPTSP
www.dpmptsp.luwuutara.go.id

SURAT KETERANGAN SELESAI MENELITI

PONDOK PESANTREN AS'ADIYAH BELAWA BARU
MADRASAH ALIYAH AS'ADIYAH NO. 8 BELAWA BARU
TERAKREDITASI TYPE B

Jl. Datuk Sulaiman Belawa Baru Desa Pattimang Kec. Malangke Kab. Luwu Utara
Email: ma_asadiyah8x.yahm.co.id Hp. 085241631857 Kode Pos. 92953

KETERANGAN PENELITIAN
Nomor : MA.22.73.06/KP/156 /XI/2021

Yang bertanda tangan di bawah ini Kepala Madrasah MA As'adiyah No. 8 Belawa Baru Desa Pattimang Kec. Malangke Kab. Luwu Utara Provinsi Sulawesi Selatan menerangkan bahwa :

Nama   : Andi Reski Saputri AZ
Nim   : 17 0202 0015
Tempat, Tanggal Lahir : Lettekeng, 01 November 2000
Jenis Kelamin   : Perempuan
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah
Alamat   : Lettekeng, Desa Arusu, Kec. Malangke Barat

Benar telah melaksanakan penelitian di MA As'adiyah No. 8 Belawa Baru, sejak tanggal 17 Oktober 2021 sampai dengan tanggal 31 Oktober 2021 dalam rangka penyusunan Skripsi dengan judul "The Use Of Video Dialogs In Improving Students Speaking Skill At MA As'Adiyah Belawa Baru".

Demikian keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Belawa Baru, 02 November 2021
Kepala Madrasah

KM. SURIANI, S.Pd.I
NIP : 19790415 200604 2 027

Rencana

Pelaksanaan Pembelajaran (RPP)

Sekolah   : MA As'adiyah Belawa Baru

Mata Pelajaran   : Bahasa Inggris

Topik   : Dialog

Materi   : Asking and Giving Information

Kelas   : XI.

Alokasi waktu   : 2X40 Menit

A. Kompetensi Inti

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasioanl.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Merespon makna dalam percakapan transaksional(to get things done) dan interpersonal (bersosialisasi) yang mnggunakan ragam b ahsa lisan sangat sedrhana secara akurat, lancar, dan berterimah untuk berinteraksi dengan lingungan terdekat yang melibatkan tindak tutur:meminta dan memberi informasi. Mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

C. **Indikator**

1. Mengidentifikasi makna dan fungsi memberi (asking) dan meminta pendapat (giving opinion).

2. Merespon ungkapan meminta (asking) dan memberi pendapat(giving opinion).

D. **Tujuan Pembelajaran**

1. Diperlihatkan dan memberiakan contoh teks dialog secara langsung, peserta didik dapat mengidentifikasikan makna dan juga pembelajaran yang diberikan dari dialog melalui video dialog tersebut dengan hal itu siswa dapat menjelaskan dengan sesuai apa yang mereka pahami.

2. Diberikan situasi, peserta didik dapat mendeskripsikan makna dialog dmelalui video dialog struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

3. Diberikan situasi, peserta didik dapat mendeskripsikan dialog dalam video dialog, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

4. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang berdialog dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

E. **Materi Pembelajaran**

➢ **(1 meeting)**

Asking Opinion	Giving Opinion
• What do you think about it?	• I think/personally I think.

• What is your opinion?	• In my opinion/In my humble opinion.
• What is your idea?	• To/in my mind.
• How do you think of my idea?	• To be honest.
• How do you feel about?	• Well, I think that's fair enough.
• Do you have any idea?	• As far as I am concerned.
• What is your point of view?	• As for me, I reckon.
	• I (strongly) believe (that).
	• From my point ofview.
	• The book/ it is in front of the book.
	• The book/ it I between the books.

Example:

Shopkeeper : Hi Kev, Have you heard about of the new bakery store?

Customer : Yes, I have.

Shopkeeper : What do you think about it?

Customer : Personally, I think the flavor is little bit too sweet?

Shopkeeper : Hmm, I disagree with you.

Customer : Then, what is your point of view?

Shopkeeper : In my opinion the cake and bread is delicious.

Customer : Fair enough, As far as I am concerned they're still new so they can still develop?

Shopkeeper : Yes, I totally agree with you.

(2 meeting)

- What do you think about my clothes?
  I see it's pretty good.
- Whats do you think about the rules at school?
  I think it's very good.

Adverb of time : today, tomorrow, yesterday, last month, at night, in the morning, on Sunday, in january, on march 10, on january 1, 2000, in 2001.

Example:

A : Good morning.

B : Good morning.

A : Have you heard about our school's plan to ban smartphone in the school?

B : Yeah?

A : What do you think about it?

B : Well, I think that's fair enough

A : Why do you think so?

B : You see.. smartphone have caused so much trouble in our class. Remember

yesterday's history class? Our teacher got very because was interrupt by smartphone

ringing many times. This may happen again and again.

A : Eh yaa!

B : Another thing is.. smartphone have caused a kind of stupid competition.

A : What do you mean?

B : You know, everyone seems to compete to have the latest model.

A : Yes, I feel that too

B : So it's a good idea if the school doesn't allow students to use their
   smartphone I

the school.

F. Langkah-Langkah Kegiatan Pembelajaran

    1. Metode pembelajaran

        a. Presentation and practicing

    2. Media

        a. laptop

        b. Video Diaog

    3. Referensi

        a. Internet and buku

    4. Kegiatan Pendahuluan (10 menit)

        a. Peneliti mengucapkan salam dan berdoa

        b. Peneliti menyampaikan tujuan pembelajaran.

        c. Guru mempersiapkan media.

        d. Peneliti mengajukan pertanyaan kepada siswa, yang berhubungan dengan materi pelajaran.

        e. Peneliti membagi menjadi dua orang dalam satu kelompok.

    5. Kegiatan Inti (40 menit)

        ➤ Mengamati

        a. Peneliti memberikan penjelasan tambahan dan penguatan yang dikemukakan peserta didik tentang materi tersebut.

b. Peneliti menyampaikan gambaran teknis tentang tata cara berdialog melalui Video Dialog yang ditampilkan di laptop .

c. Peneliti memberikan waktu kepada siswa 15 – 20 Menit untuk mempelajari setiap dialog yang sudah dibagikan.

d. Peserta didik secara bergantian mempraktikkan tata cara berdialog sesuai dengan teks dialog yang telah di bagikan kepada siswa.

➢ Menanya

a. Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya.

b. Siswa menanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam dialog melalui Video Dialog tersebut.

➢ Mengeksplorasi

a. Siswa akan membicarakan dan mejelaskan tentang apa yang mereka pahami dengan pengucapan, tekanan kata dan intonasi yang tepat tentang makna apa yang mereka dapatkan.

b. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari dialog yang mereka baca.

➢ Mengasosiasi

a. Siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan makna dari dialog yang mereka baca sesuai dengan apa yang dijelaskan dalam teks dialog tersebut.

b. Siswa memperoleh balikan (feedback) dari peneliti tentang apa yang dia sampaikan dalam menjelaaskan gagasan utama dalam dialog yang mereka bacakan dalam Video Dialog.

➢ Mengkomunikasikan

a. Siswa menyusun penjelasan tentang makna yang mereka dapatkan dari teks dialog sesuai dengan tujuan,dan apa yang disuruhkan.

b. Siswa memperhatikan penjelasan dari temannya.

G. Penutup Dan Penilaian (10 menit)

1. Penutup

a. Peneliti menyampaikan kepada siswa agar belajar lebih baik lagi

b. Peneliti menyampaikan tentang materi dipertemuan selanjutnya

c. Pengajar menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb

2. Penilaian

1. Penilaian pengetahuan : Speaking

2. Rubrik penilaian speaking

Klasifikasi

a. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
fairly good (cukup baik)	5	Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingunan.
Good (baik)	4	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan

		dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Average (rata-rata)	3	
Poor (buruk)	2	
fairly poor (cukup buruk)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidan yang dipraktikan.
		Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

Klasifikasi	Nilai	Kriteria Penilaian
		kekesalahan pengucapan yang serius karena banyak salahan tata bahasa dan leksikal yang mendasar. Tidak a bukti telah menguasai keterampilan bahasa dan bidan yang dipraktikan

b.Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
fairly good (cukup baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yang tidak wajar.
Good (baik)	4	
Average (rata-rata)	3	Meskipun ia harus berusaha dan mencari kata-kata tdk terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Poor		

(buruk)	2	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
fairly poor (cukup buruk)	1	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan. Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang mnyerah berusaha, rentang ekspresi yang sangat terbatas.

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
fairly good (cukup baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi di perlukan.
Good (baik)	4	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan

Average (rata-rata)	3	diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Poor (buruk)	2	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
fairly poor (cukup buruk)	1	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarnag yang mendegarkan pembicaraan.
		Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

3. Pedoman penskoran

$$\text{Student's score} = \frac{the\ gain\ score}{the\ maximal\ score} X\ 100$$

Classifying the score of the studeents in to six levels as follows :

No	Scscore		Classification
1	86-100	6	Excellent
2	71-86	5	fairly good
3	56-70	4	Good

4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Fairly poor

Calculating the test result of speaking by using SPSS program version

Palopo……….……..2021

Mahasiswa

Andi Reski Saputri AZ
NIM. 17 0202 0015

Rencana
Pelaksanaan Pembelajaran (RPP)

Sekolah   : MA As'adiyah Belawa Baru
Mata Pelajaran   : Bahasa Inggris
Topik   : Dialog
Materi   : Story In Dialogue
Kelas   : XI.
Alokasi waktu   : 2X40 Menit

H. Kompetensi Inti

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang

dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun,

peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab,

responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan

perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan

lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan

internasioanl.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual,

konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya

tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan

humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan

peradaban terkait penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan

bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak

terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri,

bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

I. Kompetensi Dasar

2. Merespon makna dalam percakapan transaksional(to get things done) dan interpersonal (bersosialisasi) yang mnggunakan ragam b ahsa lisan sangat sedrhana secara akurat, lancar, dan berterimah untuk berinteraksi dengan lingungan terdekat yang melibatkan tindak tutur:meminta dan memberi informasi. Mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

J. Indikator

3. Mengidentifikasi makna dan fungsi memberi (asking) dan meminta pendapat (giving opinion).

4. Merespon ungkapan meminta (asking) dan memberi pendapat(giving opinion).

K. Tujuan Pembelajaran

5. Diperlihatkan dan memberiakan contoh teks dialog secara langsung, peserta didik dapat mengidentifikasikan makna dan juga pembelajaran yang diberikan dari dialog melalui video dialog tersebut dengan hal itu siswa dapat menjelaskan dengan sesuai apa yang mereka pahami.

6. Diberikan situasi, peserta didik dapat mendeskripsikan makna dialog dmelalui video dialog struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

7. Diberikan situasi, peserta didik dapat mendeskripsikan dialog dalam video dialog, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

8. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang berdialog dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

L. Materi Pembelajaran

➢ **(1 meeting)**

Bercerita dalam Dialog tentang liburan

1. Menggunakan bahasa baik dan sopan

2. Tidak menjatuhkan seseorang dalam bertanya ataupun menjawab

3. *Example:*

Dialogue About Holidays

A : Hi, Dika. Long holiday is coming soon. Do you have a plan to spend

vacation?

B : Yes! I'm going to Parangtritis Beach. The beach is in Yogyakarta.

C : What would you like to do there?

B : I want to enjoy the beauty of the sea there. Sitting by the beach I think is a fun

thing.

C : I see. I think it's gonna be fun.

B : Of course. And you, A? What would you like to do?

A : I don't know yet. I don't know where to go and my parents still have to work.

B : You can do something like gardening by planting a variety of beautiful

flowers.

A : Great idea. I will go gardening later. How about you C?

C : I love travelling to Bandung. I thought going to the tea garden would be the best experience. How about you, D?

D : I agree with you. I thought I would just come with you. Is it okay, Indah?

C : It's amazing, it will be more fun. How if we go there in the morning?

D : Interesting. At that time, the tea garden will feel cooler.

A : Don't forget to prepare all the stuff we need, guys.

(2 meeting)

Adverb of time : today, tomorrow, yesterday, last momth, at night, in the morning, on Sunday, in january, on march 10, on january 1, 2000, in 2001.

Example:

Dialogue About Friendship

A : Hi, Good morning All. Did you know that there was a theft at Ardi's house last night.

B : Are you serious? Are you sure that it wasn't a wrong information?

A : I was told by the Ardi's neighbor that there was a theft at Ardi's house last night. So, he couldn't attend to school today.

C : If the Ardi's neighbor who told you, it means that the news is true. I'm pretty sure because I heard police cars last night. I didn't think that it came from Ardi's house.

A : Is your house near to his house?

C : Not really close, but the sound of the police car came from my house.

B : So what will we do?

D : He is so kind to us. He always helps us when we have a problem.

B : How about going to see him after school?

B : Other friends will visit Ardi tomorrow, they reasoned that the situation is still chaotic today.

D : But we're his good friends. We have to go today!

C : You are right! So we all agreed after school we would go to his house.

M. Langkah-Langkah Kegiatan Pembelajaran

6. Metode pembelajaran

    a. Presentation and practicing

b. Media

    a. laptop

    b. Video Diaog

c. Referensi

    a. Internet and buku

b. Kegiatan Pendahuluan (10 menit)

    a. Peneliti mengucapkan salam dan berdoa

    b. Peneliti menyampaikan tujuan pembelajaran.

    c. Guru mempersiapkan media.

    d. Peneliti mengajukan pertanyaan kepada siswa, yang berhubungan dengan materi pelajaran.

    e. Peneliti membagi siswa menjadi 4 orang dalam satu kelompok

a. Kegiatan Inti (40 menit)

➢ Mengamati

    e. Peneliti memberikan penjelasan tambahan dan penguatan yang dikemukakan peserta didik tentang materi tersebut.

    f. Peneliti menyampaikan gambaran teknis tentang tata cara berdialog melalui Video Dialog yang ditampilkan di laptop .

    g. Peneliti memberikan waktu kepada siswa 15 – 20 Menit untuk mempelajari setiap dialog yang sudah dibagikan.

    h. Peserta didik secara bergantian mempraktikkan tata cara berdialog sesuai dengan teks dialog yang telah di bagikan kepada siswa.

➢ Menanya

c. Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya.

d. Siswa menanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam dialog melalui Video Dialog tersebut.

➤ Mengeksplorasi

c. Siswa akan membicarakan dan mejelaskan tentang apa yang mereka pahami dengan pengucapan, tekanan kata dan intonasi yang tepat tentang makna apa yang mereka dapatkan.

d. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari dialog yang mereka baca.

➤ Mengasosiasi

c. Siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan makna dari dialog yang mereka baca sesuai dengan apa yang dijelaskan dalam teks dialog tersebut.

d. Siswa memperoleh balikan (feedback) dari peneliti tentang apa yang dia sampaikan dalam menjelaaskan gagasan utama dalam dialog yang mereka bacakan dalam Video Dialog.

➤ Mengkomunikasikan

c. Siswa menyusun penjelasan tentang makna yang mereka dapatkan dari teks dialog sesuai dengan tujuan,dan apa yang disuruhkan.

d. Siswa memperhatikan penjelasan dari temannya.

N. Penutup Dan Penilaian (10 menit)

3. Penutup

d. Peneliti menyampaikan kepada siswa agar belajar lebih baik lagi

e. Peneliti memberikan motivasi kepada siswa

f. Peneliti mengucapkan terima kasih kepada siswa karna sudah membantu penelitiannya.

g. Peneliti mengucapkan salam Assalamualaikum Warahmatullahi Wabarakatuh and see you next time.

4. Penilaian

4. Penilaian pengetahuan   : Speaking

5. Rubrik penilaian speaking

Klasifikasi

d. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
fairly good (cukup baik)	5	Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingunan.
Good (baik)	4	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Average (rata-rata)	3	

Poor (buruk)	2	
fairly poor (cukup buruk)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidan yang dipraktikan. Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal kekesalahan pengucapan yang serius karena banyak salahan tata bahasa dan leksikal yang mendasar. Tidak a bukti telah menguasai keterampilan bahasa dan bidan yang dipraktikan

e. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
fairly good (cukupt baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yang tidak wajar.
Good (baik)	4	
Average (rata-rata)	3	Meskipun ia harus berusaha dan mencari kata-kata tdk terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Poor (buruk)	2	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
fairly poor (cukup buruk)	1	

		Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.
		Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang mnyerah berusaha, rentang ekspresi yang sangat terbatas.

f. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
fairly good (cukup baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi di perlukan.
Good (baik)	4	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Average (rata-rata)	3	

Poor (buruk)	2	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
fairly poor (cukup buruk)	1	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarnag yang mendegarkan pembicaraan. Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

6. Pedoman penskoran

$$\text{Student's score} = \frac{the\ gain\ score}{the\ maximal\ score} X\ 100$$

Classifying the score of the studeents in to six levels as follows :

No	Scscore		Classification
1	86-100	6	Excellent
2	71-86	5	fairly good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	fairly poor

Calculating the test result of speaking by using SPSS program version

Palopo…………..2021

Mahasiswa

Andi Reski Saputri AZ
NIM. 17 0202 0015

Material 1

Dialog Asking and Giving Opinion

A: Have you heard about our school's plan to ban smartphones in the school?

B: Yeah

A: What do you think about it?

B: Well, I think that's fair enough

A: Why do you think so?

B: You see.. smartphones have caused so much trouble in our class. Remember yesterday's history class? Our teacher got very because was interrupted by a smartphone ringing many times. This may happen again and again.

A: Eh ya.

B: Another thing is.. smartphones have caused a kind of stupid competition.

A: What do you mean?

B: You know, everyone seems to compete to have the latest model.

A: Yes, I feel that too.

B: So it's a good idea if the school doesn't allow students to use their smartphones in the school.

Material 2

Dialogue About Holidays

A: Hi, Dika. A long holiday is coming soon. Do you have a plan to spend vacation?

B: Yes! I'm going to Parangtritis Beach. The beach is in Yogyakarta.

C: What would you like to do there?

B: I want to enjoy the beauty of the sea there. Sitting by the beach I think is a fun thing.

C: I see. I think it's gonna be fun.

B: Of course. And you, A? What would you like to do?

A: I don't know yet. I don't know where to go and my parents still have to work.

B: You can do something like gardening by planting a variety of beautiful flowers.

A: Great idea. I will go gardening later. How about you C?

C: I love travelling to Bandung. I thought going to the tea garden would be the best experience. How about you, D?

D: I agree with you. I thought I would just come with you. Is it okay, Indah?

C: It's amazing, it will be more fun. How if we go there in the morning?

D: Interesting. At that time, the tea garden will feel cooler.

A: Don't forget to prepare all the stuff we need, guys

Material 3

Dialogue About Friendship

A: Did you know that there was a theft at Ardi's house last night.

B: Are you serious? Are you sure that it wasn't wrong information?

A: I was told by Ardi's neighbor that there was a theft at Ardi's house last night. So, he couldn't attend to school today.

C: If Ardi's neighbor told you, it means that the news is true. I'm pretty sure because I heard police cars last night. I didn't think that it came from Ardi's house.

A: Is your house near to his house?

C: Not really close, but the sound of the police car came from my house.

B: So what will we do?

D: He is so kind to us. He always helps us when we have a problem.

B: How about going to see him after school?

B: Other friends will visit Ardi tomorrow, they reasoned that the situation is still chaotic today.

D: But we're his good friends. We have to go today!

C: You are right! So we all agreed after school we would go to his house.

Evaluation In Cycle I

1. Dio: Can you give me an opinion about my sculpture? Jon: Sure thing! I think you should have had fixed the hand. Dio: Thanks, Jon. Jon: No problem!From the dialogue above, Dio is…

A. asking help

B. giving help

C. asking opinion

D. giving opinion

2. Jul: Ria, what do you think of the cake I make? Ria: It's really delicious, Jul. I love it! Jul: yes! From the dialogue above, Jul is…

A. Asking for an opinion

B. Asking for help

C. Requesting for attention

D. Giving opinion

3. Dave: So what do you think of my singing? John: It's really good, but I suggest to try singing in a high tune. Dave: Thanks, John. John: No problem, Dave!From the dialogue above, John is…

A. Asking for help

B. Giving an opinion

C. Asking for an opinion

D. Giving help

4. Jade: What do you think of my drawing? Rose: It's amazing, but I think you should erase the scribbles over here. Jade: Thank you so much for you opinon, Rose! Rose: My pleasure. From the dialogue above, Rose is…

A. Asking for attention

B. Asking a question

C. Giving an opinion

D. Giving help

5. Andy : What do you think about the restaurant? Budy : I think the price is too expensiveFrom the dialogue above we can conclude that ….

A. Budy is expressing pleasure

B. Andy is expressing pleasure

C. Budy is expressing displeasure

D. Budy is giving opinion

6. Mita : What do you think about the fairy? Bayu : I think she deserves to return to heaven We can conclude that Mita is …

A. Asking for information from Bayu

B. Asking Bayu's opinion

C. Giving her opinion to Bayu

D. Agreeing with Bayu's opinion

7. Adi : …………………………. Ina : I think it's great!

A. Have you read this book?

B. What do you think of this book?

C. What is it?

D. Do you know this?

8 . Justin: Next week We will have a long holiday. So, on your holiday what are you going to do Yoona? Yoona:…

A. I don't know where I go

B. I'm sorry, I can't tell you

C. This is not your business

D. I'm thinking of going to Jogja, It will be great!

9. Liana: Film of Kartini it's so inspiring. And what do you think about the inspiring film of Kartini? Bram: I think…

   A. Thank you, Kartini

B. You forget Kartini's day

C. I can't hear you call Kartini

D. I love Kartini's film its so inspiring me

10. Jamilah: I think our city is saved from the virus, so we can go around. Ellisa: But I don't think so,… Our city is not saved. We must stay at home at least in lockdown time.

A. In my opinion

B. She forgets it

C. See you next time

D. You know it

11. Drue: May I know what do you think of my short story? Julia: It's a good story, but I suggest changing the title with an interesting title.Drue: Nice opinion. Thanks, Julia.Julia: Anytime, Drue! From the dialogue above between Julia and Drue, Julia is…

A. Giving order

B. Asking for an opinion

C. Asking for attention

D. Giving an opinion

12. Bintang: Afterschool Herman feels very tired and he gets dizzy. Sonia: I think …. and if it's not necessary he doesn't leave the bed.

A. You must go to school

B. You have to take him to the hospital

C. He should lie down and have bedrestime

D. She would take rest

13. Damar: … our Biology class is so fun and very interesting. Tania: Yes, you are right I think so too. The Biology teacher conveys the lesson interestingly making the classroom atmosphere becomes pleasant.

A. The teacher disagree

B. Tania agree

C. I don't like it

D. Personally, in my opinion

14. James: This day is Mother's day and I want to give her my painting. When you look my painting what do you think about my it? Ron: It's so beautiful and amazing, and I think you must develop your painting talent to a professional level.James: That's opinion sounds great. Thanks full for your opinion, Ron.Ron: It's my pleasure.From the conversation about painting, Ron is…

A. Asking a time

B. Giving an opinion

C. Asking for a gift

D. Giving a lot of hands

15. Dahlia: Jennifer, would you like to give me an opinion about my poetry?Jennifer: Of course! I think you should use attractive themes and titles. It would be great poetry.Dahlia: Thank you very much, Jennifer.Jennifer: It's okay. The dialogue above tells us that Dahlia is…

A. Make a wish

B. Asking for sing a song

C. Waiting for help

D.Asking for an opinion

Evaluation In Cycle II

A. Choose the correct answer by crossing a, b, c, d, or e!

The following dialogue is for number 1-5

Sifa: "What do you think about Lampung?"

Lisa: "In my opinion, Lampung is the beautiful city. There are so many beautiful beaches there. Lampung is also famous with its tapis or songket. It is traditional cloth in Lampung."

Sifa: "How about its food? Do you think it is delicious?"

Lisa: "I think…. Yes! Do you know seruit? It's delicious."

Sifa: "Yes I know seruit. By the way…. Which one is more delicious? Seruit or sate of mushroom?"

Lisa: "According to me, seruit is more delicious than sate of mushroom."

Sifa: "I don't think so. I think saste of mushroom is more delicious than seruit because sate of mushroom is my favorite food."

Lisa: "So we have different favorite foods then."

Sifa: "I think so."

1. What is the name of the region discussed between Sifa and Lisa?

A. Lampung

B. Semarang

C. Jakarta

D. Surabaya

2. What does Lisa think about Lampung?

A. It is a beautiful city.

B. It is the ugly city.

C. It is a city full of crime.

D. It is a bad city.

3. What kind of food liked by Lisa according to the dialogue above?

A. Seruit.

B. Mushroom satay.

C. Soup.

D. Pizza.

4. What is Songket?

A. Traditional dance from lampung.

B. Traditional clothes from lampung.

C. Traditional food from lampung.

D. Traditional average from lampung.

5. "In my opinion, Lampung is the beautiful city."

The sentence above is included into the expression of ….

A. Asking opinion

B. Giving opinion

C. Agreement

D. Disagreement

6. (1) Ayu: "What about telling about the human body?"

(2) Andi: "What should we present for the oral test next week?"

(3) Ayu: "Good idea."

(4) Andi: "Not a bad idea, but talking about animals is very ordinary. Many of our classmates have told about animals."

(5) Ayu: "How about something about animal species?"

Arrange the jumble sentence above into a good dialogue!

A. (1)-(3)-(2)-(4)-(5)

B. (1)-(3)-(2)-(5)-(4)

C. (2)-(3)-(4)-(1)-(5)

D. (2)-(5)-(4)-(1)-(3)

The following dialogues is for number 7 to 9.

Rafa: "I have a serious problem today. I have just lost my driver license."

Sifa: "Don't be so sad, my friend, let us search it around the park."

Rafa: "I have looked for it for hours, but I could not find it. Do you have any suggestion?"

Sifa: "You should tell the security to announce it to other students."

Rafa: "Yeah, that sounds good. I do hope it helps"

7. Which sentence that shows asking suggestion?

A. Don't be so sad, my friend.

B. I have just lost my driver license.

C. You should tell the security.

D. Do you have any suggestion?

8. Below are sentence of asking suggestion, except….

A. Can you tell me what i should do?

B. Do you have any suggestion for me?

C. What would you do?

D. Would you mind giving me your suggestion?

9. What is Rafa's problem?

A. He lost a wallet.

B. He lost a bag.

C. He lost a car.

D. He lost his driver license.

The following text is for number 10 and 11.

Mother: "Ali, where are you? Wake up, my dear. It's Monday morning."

Ali: "I'm here, mom, in my bed room."

Mother: "Oh…. there you are. Don't you go to school?"

Ali: "Mom. I have got a headache."

Mother: "Let me check. You have got a high temperature. You should stay at home."

Ali: "Okay, mom."

10. Wich sentence shows the giving suggestion?

A. I have got a headache.

B. You should stay at home.

C. Don't you go to school?

D. Let me check.

11. Has Ali got a headache?

A. Yes, he has.

B. Yes, it is.

C. No, he has not.

D. No, it is not.

12. Bela: "Steve, what seems to be the problem?"

James: "Well, I have a bad cold and the doctor gave me some medicine."

Bela: "Listen! Forget about the medicines. Try this herbal one."

James: "Oh, no, thanks."

What does Bela offer?

A. Herbal medicine.

B. Some medicine.

C. Fresh herbal.

D. Cool drink.

13. Cinta: "Why don't you take the bus to work? The driving is rushing out and the traffic is terrible."

Johan: "I would, but I'm afraid that there won't be any seats left for the time the bus comes to my stop."

Why does Johan not want to go by bus?

A. Johan takes the bus to work.

B. Johan wants cinta to go with him.

C. Cinta prefers driving in the rush hour.

D. Johan has to stand on the bus if he takes it to work.

14. Teacher: "What's the matter with you?"

Student: "I am sorry, ma'am, I didn't

Know."

Teacher: "I'm sure you didn't study last night. What did you do?"

Student: "…."

How might the student respond to the teacher's question?

A. The movie was interesting.

B. I wasn't busy last night.

C. I studied too late last night.

D. I watched an interesting movie until late last night.

15. Andi: "We went to Bandung yesterday. We spent our time shopping."

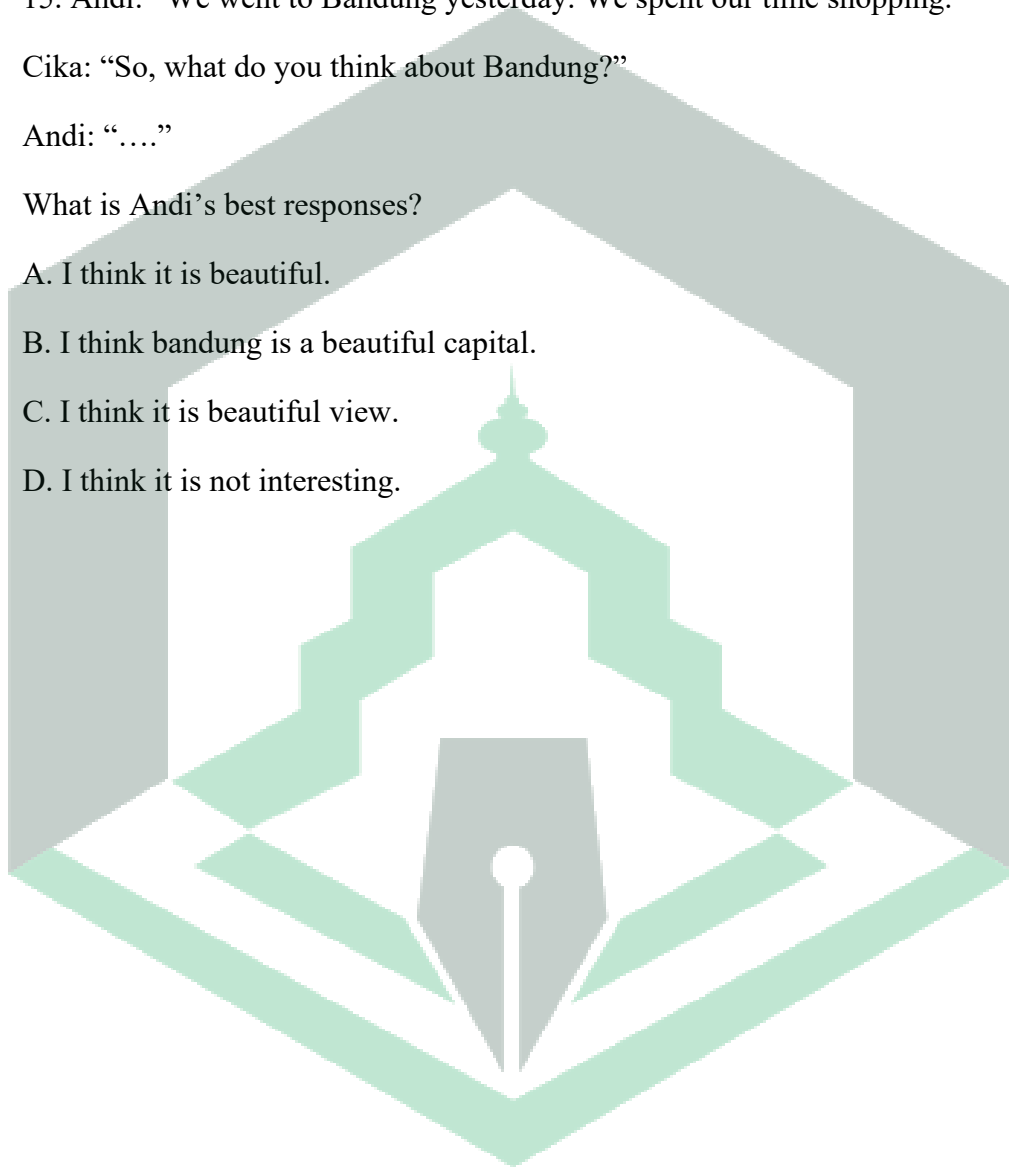Cika: "So, what do you think about Bandung?"

Andi: "…."

What is Andi's best responses?

A. I think it is beautiful.

B. I think bandung is a beautiful capital.

C. I think it is beautiful view.

D. I think it is not interesting.

CYCLE I VIDEO LINK

https://youtu.be/LYXUC2K2bQk

CYCLE II VIDEO LINK

https://youtu.be/6-fL82v5qiA

DOCUMENTATION

A. Research documentation in cycle I

The second meeting, the reseracher explained the material then students were asked to practice the dialogue that had been previously shared by the researcher

B. Research documentation in cycle II

The first meeting, the researcher divided the students into 4 people in 1 group, then the researcher asked the students to practice the dialogue.

The second meeting as well as the last meting students were asked to
practice the dialogue in front of the class.