

THE USE OF VIDEO IN TEACHING SPEAKING SKILL: A CLASSROOM ACTION RESEARCH AT ONE OF JUNIOR HIGH SCHOOL IN YOGYAKARTA

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Abstract

This study aims at revealing the implementation of the use of video in teaching speaking skill. It involves twenty nine junior high school students, one English teacher, and two college students. The research method of this study is classroom action research (Kemmis and McTaggart 1988, cited in Burns, 2010) using observation and interview as data collection techniques. The gained data are then analyzed qualitatively. Findings present that the use of video can be beneficial for the teacher in teaching speaking skill, especially for the aspect of pronunciation (Stempleski, 1990, further discussed in Richards and Renandya, 2002). The results indicated that the students show improvements in their pronunciation after learning by using the video. In addition, the students are very enthusiastic in learning speaking by using video. The students focus on watching the video and most of them raise their hands to answer teacher's questions related to the video. As the video provides the motion pictures which is more interesting for the students, the students focus on watching and trying to understand the content of the video. Based on these findings, it is recommended for the teachers to use video in teaching speaking skill at any school levels in order to make the students understand the lesson easily.

Keywords: *Video, teaching speaking, action research*

INTRODUCTION

Learning English speaking skill could be difficult for several students. It is in line with Thornbury (2006: 41) who states that students are able to either do or know several things but with any difficulties, for instance recalling the words at once, responding a difficult question, or indicating a change of topic. Based on the preliminary observation in one of junior high schools in Yogyakarta, generally, most students had difficulties in using vocabularies in their sentences when performing tasks that the teacher asked them to do, for example when the teacher had given the materials of the procedure in making food or drink, the students confused forgot to tell the goal (the title of the recipe), the materials (ingredients and tools), or the steps. They also had doubts in saying the

words in English, thus, they sometimes used *Bahasa Indonesia*.

Therefore, it is necessary for the teachers to provide teaching media in teaching speaking skill. One of teaching media that can be used is video. As proposed by Cullingford (1995:140), the teacher can select and control which video is played and the video also makes the students think about the material based on what they watch. Concerning this issue, this research is aimed at investigating the implementation of the use of video in teaching speaking skill.

Implementation of video in teaching

Watching video will be a passive activity and the teacher is to make sure the students will have great experience during their learning by watching video (Lever-

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Duffy and McDonald, 2011:311). Therefore, before the lesson begins, the teacher should test the video in the classroom. According to Lever-Duffy and McDonald, the teacher can take some steps in implementing video in instruction. First, the teacher should test sound volume and quality, arrange the seating, and also adjust the lighting in the classroom in order the students can watch the video clearly. The next step is preparing the students for viewing by reviewing the concepts and discussing the objectives and the key point of video. Other steps for making students active are by doing the following things. The teacher has the students discuss the content of video in a group work. Besides, the teacher can ask the students to make a sequel to the video or a role play they have just watched.

There are some techniques that can be applied to use video in teaching speaking. Stempleski (1990, cited in Richards and Renandya, 2002:367) proposes three main activities in the instruction by using video; they are previewing, viewing, and postviewing.

Previewing activities. In this stage, the teacher makes the students relate their background knowledge to the video will be viewed, stimulate interest in the topic, and less their fear of unfamiliar vocabulary (ibid).

Viewing activities. These are viewing of the video activities which make them focus on important aspects such as factual information, plot development, or the language used in a particular situation (Stempleski 1990, cited in Richards and Renandya, 2002:367).

Postviewing activities. In this stage, the students practice some particular language point in the video. There are many

postviewing activities that can be done, for example discussion, role-play, writing activities, debate, or related reading (Stempleski 1990, cited in Richards and Renandya, 2002:367).

METHOD

Research design

The design of this research was classroom action research (CAR). In classroom action research (CAR), the teacher finds out the solution to solve the problems in classroom and makes the improvement of teaching learning process. Ebbutt (1985, cited in Hopkins 2008:48) states that classroom action research is the efforts to improve the teaching learning process by a series of practical actions and to reflect towards the results of actions.

Research setting

The research was conducted in SMPN 5 Wates. The subjects of the research were the researcher as the English teacher in this school and a collaborator who were members of Teacher Certification Program in Yogyakarta State University, and one class of the nine graders (class 9 A), consists of twenty nine students. The reason for conducting this research in the eighth grade of junior high school students was that it would be better if an appropriate technique in teaching speaking skill was applied in nine grade; the students need to be active in speaking English during the teaching learning process.

Data collection and analysis

There were two techniques in collecting the data in this research; observation and interview. The data from observation and interviews were collected

then analyzed qualitatively. The data from observation were used to describe the activities in the classroom during teaching learning process in the implementation of the use of video in improving speaking skill.

Data validity and reliability

Anderson, et al. (1994, in Burns, 1999:161) explain five validity criteria in action research; they are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, the researcher also employed the five of validity to get the validity of the data.

FINDINGS AND DISCUSSION

Based on the data collection technique, observation and interviews, all of the data were analyzed to answer the research question “How is the implementation of the use of video in teaching speaking skill?”

Data and discussion from observation

Table 1. *Exercise development guide in Cycle 1*

	Preparation (Previewing)	Presentation (Viewing)	Expansion (Postviewing)
Text: title	View (How to make strawberry smoothie)		
Text: key words of topic		Listen to the names of ingredients	
Text: key words of topic		Listen to the names of utensils	
Text: procedure		Focus on the steps	Retell the steps on their own words in written
Sound: pronunciation			Retell the steps orally

Based on the observation from diagnostic stage, the students, particularly the students in back rows, were not enthusiastic in learning. But, in cycle one, their behaviors changed. In the beginning of the lesson, they were enthusiastic to learn by using video. It was showed that all students focused on watching the video. In cycle two, during the teaching learning process, none of the students talked to their friends. The teacher had improvement in controlling the class. The teacher stood up at the back of the class while the students were watching the video.

Here are the video-guidelines adapted from Altman, et.al. (1999) describing the teacher developed the activities for the students in video-based lesson. The explanations in the table indicate the activities were done by the students. The numbers indicate the order in which the activities occurred during a given phase.

Image: objects	View with the sound off (Describing the ingredients)
Image: objects	View with the sound off (Describing the ingredients)

Table 2. *Exercise Development Guide in Cycle 2*

	Preparation (Previewing)	Presentation (Viewing)	Expansion (Postviewing)
Text: title	View (How to cook fusilli with blue cheese sauce)		
Text: key words of topic		1. Listen to the names of ingredients	1. Write the names of ingredients
Text: key words of topic		4. Listen to the names of utensils	2. Write the names of utensils
Text: procedure		5. Focus on the steps	4. Retell the steps orally.
Text: procedure			3. Retell the steps on their own words in written.
Sound: pronunciation		2. Repeat pronouncing the names of ingredients	
Sound: pronunciation		5. Repeat pronouncing the names of ingredients	
Image: objects		3. View with the sound off (describing the ingredients)	
Image: objects		6. View with the sound off (Describing the ingredients)	

Cycle 1

Planning

After conducting the preliminary observation, there were several things that should be evaluated in learning procedure text, such as the teacher should explain the vocabularies that are going to be used in practice, provide the examples in

- | | |
|----------------------|------------------------|
| 1. Strawberries | 10. Serving glass |
| 2. Plain yoghurt | 11. Straw |
| 3. Skimmed milk | 12. Freeze |
| 4. Ice cubes | 13. Blend |
| 5. Greaseproof paper | 14. Pour |
| 6. Measuring jug | 15. Add |
| 7. Blender | 16. Smooth |
| 8. Spatula | 17. Serve Strawberries |
| 9. Plain yoghurt | 18. Skimmed milk |

The next plan was that there are three main activities in the instruction by using video proposed by Stempleski (1990, cited in Richards and Renandya, 2002:367), they are previewing, viewing, and postviewing. Here are the plans:

Previewing: The teacher reviewed about the procedure text learned on the previous meeting. The teacher related the students' background knowledge to the topic on the video which would be showed by asking the students about strawberry smoothie, such as whether they know it, what the ingredients are, how to make it.

Viewing: The students watched the whole video. After that the teacher asked some questions about video, e.g. the ingredients, the utensils, the steps. The next step was the teacher repeated the sounds of the speaker on the video twice, especially for the ingredients and the utensils, and then asked the students to pronounce the words.

pronouncing the words, and correct the students' mistakes in pronouncing the words. Thus, the researcher and the teacher created some plans for the next teaching session.

The chosen topic for showing the video was about "A Strawberry Smoothie". Here are the vocabularies of making strawberry smoothie showed in the video:

Postviewing: After watching the video for three or four times, the students were asked to write down all information they got from the video. They worked in a group of four but each student had to make their own work.

Implementing

In cycle one, the teacher taught the procedure of making a drink. The topic that the researcher and the teacher chose for showing the video was about "How to Make a Strawberry Smoothie". The classroom activities were divided into three main activities; they are previewing, viewing, and postviewing (Stempleski, 1990, cited in Richards and Renandya, 2002:367).

Previewing: Before the students watched the video, the teacher gave the students some questions related to making a drink, such as, "Do you always make a drink at home?", "What kind of drink do you

make?”, “Do you know what the ingredients are?”, “Who have ever made a drink from strawberry?”, and “What about making a smoothie, do you know smoothie?”. The teacher then told the students the learning objectives and the topic of the video. In the beginning part of the video, the teacher paused the part to make the students curious about the video.

Viewing: Firstly, the students watched the whole video. The teacher let them understand the content of the video and get the information from the video. After watching, the students were asked what they got from the video. They, however, did not quite understand about the video. Looking at this situation, the teacher showed the video again for the third time. Next, the teacher paused the part of the ingredients then let the students mention some ingredients that they got from the video. The next part is the utensils. There were some utensils used in making a strawberry smoothie, such as greaseproof paper, baking tray, measuring jug, blender, spatula, serving glass, and straw. The last part is the steps in making a strawberry smoothie. The teacher paused in each step then discussed the step together with the students.

Postviewing: After the teacher and the students discussed the content of the video together, the students were asked to work in group of four. Then, they had to write down the steps in making a strawberry smoothie as showed in the video on their own words. Working in small group allowed the students to practice retelling the steps in front of their group, before they retold the steps in front of the class.

Observing

In previewing activities, the teacher gave some questions to students related to

making a drink before showing the video. This has the same concept as Dobson (2005:81) who says that the teacher can stimulate the students’ interest and discuss the background. All students were enthusiastic in answering the questions. Besides, to make the students curious about the video, the teacher paused the beginning part of the video. This technique is in line with what Harmer (2001:286) suggests as a freeze frame.

Here are the results of the students’ performances representing low [S12] and high achiever [S19] below:

[S12] *First, cut, first, the cut the leaves of the strawberry and then put the strawberry into the freezer. After that pour (he pronounced /pur/, it should be /pɔ:r/) some plain yoghurt and skimmed milk into, into blender. Next, eeh.. put strawberry, some strawberry and ice cube into blender. We blend it. Finally, serve it.*

The student has already used some sentence sequencers; i.e. first, then, after that, next; which are used in the procedure text. The students also mentioned some ingredients (plain yoghurt, skimmed milk, strawberries, and ice cubes). This implies that the use of video could help the students understand the vocabulary that will occur in the task activities (Dobson, 2005).

However, the student used some incorrect words in plural; such as “some strawberry” (it should be “some strawberries”) and “we blend it” (it should be “we blend them”, “them” indicates the ingredients used when making strawberry

smoothie like, plain yoghurt, skimmed milk, strawberries, and ice cubes in the blender). As for the pronunciation, he pronounced one word incorrectly, that is “pour”. He pronounced /pur/ while it should be pronounced /pɔ:r/ (Manser, 1995).

[S19] *The step is first we....
(Inaudible) the strawberry
leaves and put it into the
baking tray that covered
by greaseproof paper and
put it into refrigerator.
Next, pour two hundred
and fifty plain yoghurt,
one hundred and fifty
skimmed milk, two
hundred and fifty grams
strawberries, and eight ice
cubes in the blender and
blend it. After all the
materials are mixed, turn
off it and pour some
skimmed milk again and
turn on it again. And turn
off it, pour the strawberry
smoothie into a glass and
finally serve it with the
straws.*

The grammatical structures that S19 above used were more complex than two other students above. S19 has tried to use passive voice in her sentence, for example, “... put it into the baking tray that covered by greaseproof paper...”. The bold words should mean a passive sentence but S19 did not use be (is) nor omit “that”. So the right sentence should be “... put it into the baking tray covered (or that is covered) by greaseproof paper...”. Besides, this is a complex sentence which uses adjective clause with “that” (Werner, 1985) and S19 was able to use it. The material of complex sentence is not taught to the seventh graders yet but S19 has already used it in her

sentence although there was no complex sentence used in the video.

S19 used more vocabularies (i.e. covered, mixed, turn off, turn on) than two other students. S19 also mentioned the quantity of the ingredients (such as two hundred and fifty grams of strawberries and eight ice cubes) while the other students did not mention them. Most words were pronounced correctly by S19. Below are the words pronounced by her:

- covered /kʌvərd/
- greaseproof /gri:spruf/
- skimmed /skimd/
- mixed /miksd/
- turn /tərn/
- pour /pɔ:r/

Reflecting

After knowing the results of the students’ performances represented by three levels of the students’ achievement above, the researcher and the teacher made some reflections. Here are in detail.

1. The students’ responses towards teacher’s questions related to the video before the teacher showed the video were good.
2. The students did not understand the video if they watched it once.
3. The teacher neither gave the example of pronouncing the words nor asked the students to repeat copying the speaker in the video.
4. There were many students who used a few vocabularies in retelling the steps.
5. The students in the back rows lost their focus during the teaching learning process.

Cycle 2

Planning

In cycle two, the researcher and the teacher have decided to teach the procedure

of making food. The way of teaching was basically the same as teaching the procedure of making drink. The topic that the researcher and the teacher chose for showing the video was about “How to Make Fusilli with Blue Cheese Sauce”. Here are the plans:

Previewing: The teacher related the students’ background knowledge to the topic on the video which would be showed by asking the students about pasta.

Viewing: The students watched the whole video. After that the teacher replayed the video for twice or third time and paused in several parts. The next step was the teacher repeated the sounds of the speaker pronouncing the words on the video twice, especially for the ingredients and the utensils, and then asked the students to pronounce the words. The teacher translated the names of ingredients and utensils into Bahasa Indonesia that were not familiar with or heard yet by the students.

Postviewing: After watching the video, the students were asked to write down all information they got from the video. They worked in a group of four but each student had to make their own work. They had to retell the steps in making a strawberry smoothie on their own words included the goal, the ingredients, and the utensils. After practicing retelling the steps, the students then performed in front of the class.

Implementing

The classroom activities in cycle two were almost the same as in cycle one. There were previewing, viewing, and postviewing activities. The teacher taught about the procedure in making food. The topic for showing the video was about “How to Make Fusilli with Blue Cheese Sauce”.

Previewing: The teacher related the students’ background knowledge to the topic in the video by asking a number of questions about pasta. Here are some questions stated by the teacher: “Do you know pasta?”, “Do you know spaghetti? Spaghetti is one of kinds of pasta. Do you know the others?”.

Viewing: The techniques were almost the same as in cycle one. Firstly, the students watched the whole video twice. On the third time, the teacher paused the video in each section then discussed it together. But at that time, the teacher not only discussed the part of the video but also asked the students to listen to speaker pronouncing the words on the video several times.

Postviewing: After the teacher and the students discussed the content of the video together, the students were asked to work in group of four. Then, they had to write down the steps in making fusilli with blue cheese sauce as showed in the video on their own words.

Observing

In cycle two, the teacher provided the examples in pronouncing the words and asked the students to repeat saying the words several times. The students could also see the written form of the words on the video. This technique is suggested by George (1972, cited in Nation and Newton, 2009:88) who states that the teacher not only says the words but also explains the students how to make the sound, shows the written form to the students, and forces them to repeat saying. Those techniques help the students produce correct pronunciation.

[S2] *I will to presentation.. my.. procedure.. about fusilli pasta with blue cheese.. sauce. Materials.. ingredients, five hundred grams of fusilli pasta, two*

hundred grams of walnuts, three hundred grams of blue cheese, a half liter of double cream. Utensils (he pronounced /antəlis/, but all his friends corrected the pronunciation again then he pronounced /yu:tensəl/) are large pot with lid, slotted (he pronounced /solet/, it should be /slotid/) spoon, colander, large bowl, and.. small.. small saucepan. The step, step one, combine the cheese into the.. into the small pan and cream. Step two... put the pan, put the pan on the stove and heat the pan and add, add the salt and, and pepper. Step three...

The results of S2 were not much differences comparing to cycle one. But at that time, S2 mentioned the quantity of the ingredients (five hundred grams, two hundred grams, five table spoons) in which he did not do this in cycle one. But S2 forgot telling the measurement (liter) in this sentence “half of double cream”. The sentence, thus, should be “half a liter of double cream”.

- | | | |
|-------------------|-------------------|-------------|
| • Fusilli pasta | • Fusilli pasta | • Simmer |
| • Walnuts | • Walnuts | • Turn down |
| • Blue cheese | • Blue cheese | • Stir |
| • Double cream | • Double cream | • Reduce |
| • Chopped parsley | • Chopped parsley | • Fill |
| • Olive oil | • Olive oil | • Cover |
| • Salt | • Salt | • Remove |
| • Pepper | • Pepper | • Add in |
| • Gram | • Gram | • Cook |
| • Liter | • Liter | • Drain |
| • Table spoon | • Table spoon | • Transfer |
| • Handful | • Handful | • Mix |
| • Half full | • Half full | • Garnish |
| • Large pot | • Large pot | • Serve |

The plans include:

Reflecting

After the teaching and learning process, the researcher and the teacher made some reflections in cycle two below.

1. The students could mention more vocabularies when retelling the steps.
2. The students had better pronunciation after the teacher provided the examples in pronouncing the words and asked them to repeat pronouncing the words several times.

Cycle 3

Planning

In cycle three, the researcher and the teacher have decided to teach the procedure of making food. The way of teaching was basically the same as teaching the procedure of making drink. The topic that the researcher and the teacher chose for showing the video was about “How to Make Fusilli with Blue Cheese Sauce”. The list of vocabulary is as follows:

Previewing: The teacher related the students’ background knowledge to the

topic on the video which would be showed by asking the students about pasta. The teacher paused the beginning part of the video to make the students curious about the video.

Viewing: The students watched the whole video. After that the teacher replayed the video for twice or third time and paused in several parts. The next step was the teacher repeated the sounds of the speaker pronouncing the words on the video twice, especially for the ingredients and the utensils, and then asked the students to pronounce the words. The teacher translated the names of ingredients and utensils into Bahasa Indonesia that were not familiar with or heard yet by the students.

Postviewing: After watching the video, the students were asked to write down all information they got from the video. They worked in a group of four but each student had to make their own work. They had to retell the steps in making a strawberry smoothie on their own words included the goal, the ingredients, and the utensils. After practicing retelling the steps, the students then performed in front of the class.

The teacher guided the students to retell the steps in making fusilli with blue cheese sauce. This task was more difficult than the task in making a strawberry smoothie because there were many steps that should be done in making fusilli with blue cheese sauce. The teacher, thus, controlled each group to help the students who got the difficulties (Thornburry, 2006:42).

The teacher also corrected the students' pronunciation mistakes when they were practicing or performing the task by doing the following things. It is proposed by Nation and Newton (2009:89-90).

1. The teacher repeated the word correctly several times until the student self-corrected by copying the teacher.
2. The teacher compared the mistake and the corrected form, for example: "Not fan but fun".
3. The teacher wrote the word on the blackboard correctly and underlined the part where the student made a mistake. The teacher also said the word correctly.
4. The teacher just said "No" and let the student find the mistake without help.

Implementing

The classroom activities in cycle three were almost the same as in cycle two. There were previewing, viewing, and postviewing activities. The teacher taught about the procedure in making food. The topic for showing the video was about "How to Make Fusilli with Blue Cheese Sauce".

Previewing: The teacher related the students' background knowledge to the topic in the video by asking a number of questions about pasta. Here are some questions stated by the teacher: "Do you know pasta?", "Do you know spaghetti? Spaghetti is one of kinds of pasta. Do you know the others?", "The video is about making fusilli, have you ever eaten or made fusilli?". Before showing the video, the teacher told the learning objective to the students.

Viewing: The techniques were almost the same as in cycle two. Firstly, the students watched the whole video twice. On the third time, the teacher paused the video in each section then discussed it together. But at that time, the teacher not only discussed the part of the video but also asked the students

to listen to speaker pronouncing the words on the video several times. Besides, the teacher provided the examples in pronouncing the words and asked the students to repeat saying the words several times, especially for the names of ingredients and utensils. As the words were showed in the video, the students could see the written form of the words. The teacher let the students take note the information on the video which was being showed. It helped the students memorize the vocabularies used in the video or the steps in making fusilli with blue cheese sauce.

Postviewing: After the teacher and the students discussed the content of the video together, the students were asked to work in group of four. Then, they had to write down the steps in making fusilli with blue cheese sauce as showed in the video on their own words.

Observing

In cycle three, the teacher provided the examples in pronouncing the words and asked the students to repeat saying the words several times. The students could also see the written form of the words on the video. This technique is suggested by George (1972, cited in Nation and Newton, 2009:88) who states that the teacher not only says the words but also explains the students how to make the sound, shows the written form to the students, and forces them to repeat saying. Those techniques help the students produce correct pronunciation.

The teacher stood up at the back of the class while showing the video in order to control the students in the back rows. Moreover, the teacher moved around the class to control each group while the students were doing their task. The teacher guided the students in each group to write

down and retell the steps in making fusilli with blue cheese sauce. Thus, working in small group helped the students do their task easily. Below are the results of students' performances representing low and high achiever students below:

[S12] ... *Utensils (he pronounced /antəlis/, but all his friends corrected the pronunciation again then he pronounced /yu:tensəl/) are large pot with lid, slotted (he pronounced /solet/, it should be /slotid/) spoon, colander, large bowl, and.. small.. small saucepan.*

... step three... put the water into the large pot and... add the salt, add the salt... and olive oil... step five, mix the fusilli pasta and..., fusilli pasta and blue cheese sauce in the large bowl.

[S19] ... *Utensils (he pronounced /antəlis/, but all his friends corrected the pronunciation again then he pronounced /yu:tensəl/) are large pot with lid, slotted (he pronounced /solet/, it should be /slotid/) spoon, colander, large bowl, and.. small.. small saucepan.*

... step three... put the water into the large pot and... add the salt, add the salt... and

*olive oil... step five,
mix the fusilli pasta
and..., fusilli pasta
and blue cheese sauce
in the large bowl.*

There were some significant improvements in the student 12's performance as indicated in [6]. Comparing to his performance in cycle two, he has tried to use many vocabularies in cycle three. In cycle two, S12 did not mention the utensils but in cycle three, the vocabularies he used were indicated by mentioning some utensils (spoon, colander, large bowl, large pot with lid, slotted, small saucepan). He also mentioned the quantity of the ingredients (five hundred grams, two hundred grams, half liter) while he did not do this in cycle one. The result in cycle two indicates that the use of video could really assist the students understand the vocabulary which will be used in task activities (Dobson, 2005).

However, S12 has pronounced some words incorrectly, such as 'utensils', S12 pronounced /antəlis/ but all his friends corrected his pronunciation again then pronounced /yu:tensəl/ (Manser, 1995). The second word he pronounced incorrectly was 'slotted', he pronounced /slot/ while it should be pronounced /slotid/ (Manser, 1995). It happened because the student has just heard those words when learning this material. To have a stable and produce correct pronunciation, the students have to have long-term memory of the word (Nation and Newton, 2009:75).

The results of S19 were similar to S21. S19 did quite well in the performance in aspect of either grammatical structure or vocabulary. Some passive sentences were still used by S19 when retelling the steps. It can be seen in three sentences, they are: "the blue sauce is allowed to reduce", "after

the water is boiled", and "after the pasta is cooked". It was not like two other students, S19 was able to use another sentence structure (passive voice) to explain the process of making fusilli with bluecheese sauce, besides the present tense which is generally used in the procedure text (Kumalarini, Th, et. Al, 2008).

Before ending the class, the teacher reviewed the lesson and asked the students to pronounce some vocabularies since there were several students who pronounced the words incorrectly, particularly, the students who still had difficulties in pronouncing the words. The teacher corrected their pronunciation by repeating pronouncing the words correctly. As proposed by Nation and Newton (2009), when correcting the students' pronunciation, the teacher repeats the word correctly several times until the learner self corrects by copying the teacher or the teacher says "No" and lets the students find the mistake without help.

Reflecting

After the teaching and learning process, the researcher and the teacher made some reflections in cycle three below:

1. The students could mention more vocabularies when retelling the steps. When the teacher let the students write down the information on the video, it assisted the students when they were doing their task. Besides, the teacher also translated the difficulty words into Bahasa Indonesia, so the students knew the meanings of the vocabularies.
2. The students had better pronunciation after the teacher provided the examples in pronouncing the words and asked them to repeat pronouncing the words several times. Moreover, the students could listen to the English native speaker on the video pronouncing the

words and they repeated pronouncing the words.

one until cycle three in the aspect of vocabulary, grammar, and pronunciation.

The table below shows the results of students' speaking performance from cycle
 Table 3. *The results of students' speaking performance*

Indicators	Cycle One	Cycle Two	Cycle Three
Vocabulary	Ten students sometimes used Bahasa Indonesia when retelling the steps. Seven students did not say a word when did not know how to say the word in English and showed what they meant. Five students forgot to mention either the utensils or the ingredients.	No one used Bahasa Indonesia when retelling the steps. Ten students did not mention the measurement of the quantity of the ingredients (gram, milliliter). Five students did not mention the names of the utensils.	No one used Bahasa Indonesia when retelling the steps. All students mentioned the names of the utensils and the measurement of the quantity of the ingredients.
Grammar	Ten students forgot to mention the time sequencers (e.g. first, second, next, etc.)	No one forgot to mention the time sequencers.	No one forgot to mention the time sequencers.
Pronunciation	All students, except one student, pronounced "pour" incorrectly. They pronounced /pur/.	Six students pronounced "pour" incorrectly.	Two students pronounced "pour" incorrectly.

Data and discussion from interview

There are two discussion data from interview; the first one was the interview with the teacher and second one was the interview with the students. The interview was conducted to get in depth the information about the implementation of the use of video in teaching learning speaking skill. It covered several discussion; they are how video can help the students learn speaking skill, and the problems and the obstacles during the teaching learning process using video.

Interview with teacher

The formal interview was conducted in the end of cycle three. In the early research, the teacher said that it was the first time that she used video in her teaching. The teacher usually uses some teaching media, such as animation, power point, and music but never uses video. After implementing video in her teaching in the first cycle, the teacher said that video helped her to teach pronunciation. The students could copy the teacher to pronounce the words as they listened to the speaker in the video. The teacher could repeat hearing the sounds several times in order the students remember how to pronounce the words correctly. Besides, the teacher also said that

teaching by using video could show other countries' culture which made the students feel curious about the video.

There were some problems during teaching learning process by using video. The students got confused when the speaker in the video is talking too fast and unclearly which was hard to understand it. So the teacher had to pause the sequence then discussed it together with the students. When the students did not understand about the video, the teacher had to repeat showing it several times. It was time consuming which would make the lesson take more meetings.

The teacher said that teaching by using video had some obstacles. Since the teacher needed computer, LCD projector, and loud speakers for showing the video in order can be viewed by all students in the class, the teacher was worried about one of those devices could not work. Moreover, those devices are electric equipments; if there was blackout in the classroom, the video could not be viewed.

Interview with students

The formal interview was conducted in the end of cycle three. There were seven students interviewed who represented low and high achievement.

Some questions were delivered to the students related to the implementation of the use of video in teaching learning speaking skill, what their responses are during teaching learning process by using video, whether video could help them improve their speaking skill, how video could help them learn speaking skill, and the difficulties during they learned speaking skill by using video.

First is about the students' responses towards teaching learning process by using video. Most students said that they were happy and understood enough about the material explained by the teacher while learning by using video. It could be seen during the observation conducted that they could practice speaking quite well. Besides, they felt enthusiastic when they were learning in the class. They would not be sleepy or bored because they could watch the video showing them how the expression or phrases are used. It indicates that the use of video could assist the students practice their speaking skill.

The students also said that the video help them to pronounce the words correctly. They knew how the words are pronounced from listening to and watching the speaker in the video. It was proposed by one of the students saying in [1] below:

[1] *After watching video, I know how to pronounce the words.*

It was also supported by student [2] who said that:

[2] *My speaking is increased and I know how to pronounce the words*

However, the students said that there were some difficulties during learning by using video. They did not understand about the video when the speaker is talking too fast. Besides, they found some new words that they did not know what it meant. The student [3] stated that:

[3] *The speaker in the video speaks too fast making me do not understand. And there are some new words that I do not know what they are in Indonesian*

From the results of interviews with the students, they said that they did not

understand about the video when the speaker is talking too fast. Therefore, they asked the teacher to repeat the part that they did not understand.

CONCLUSIONS

This research is a classroom action research which presents the results on the use of video teaching aids to improve the English speaking skill of grade nine students of SMPN 5 Wates. The results of the research indicated that the use of video can be beneficial for the students in learning the English speaking skill, especially for the aspect of pronunciation. The teacher can teach the pronunciation by asking the students to listen to the native English speaker pronouncing the words on the video and repeat pronouncing the words. Based on the findings in the observation, the students had better pronunciation after listening to the native. The results are in line with George (1972) and Stempleski (1990) as cited in Richards and Renandya (2002) and Dobson (2005). Thus, the use of video teaching aids was effective to improve the students' English speaking skill.

Moreover, the result of the research indicates that the video teaching aids could improve the students' English speaking skill. It can be seen from the result of students' speaking performance that the frequency of occurrence of students' mistakes in pronunciation, vocabulary, and grammar had decreased significantly. The result was no one used *Bahasa Indonesia* when retelling the steps of procedural text, no one forgot to mention the time sequencers, and only two out of 29 students pronounced "pour" incorrectly.

Finally, the students are very enthusiastic in learning speaking skill by using video. As the teacher presents the motion pictures on the video, the students

focus on watching and trying to understand the content of the video. The use of video in teaching speaking skill can be carried out in various techniques. The teacher can show the whole video and then discuss the content after the students watch the video. If the students still do not understand the content of the video, the teacher can show the video more than once. Freeze frame technique, as proposed by Harmer (2001), can also help the students understand the video in detail. The teacher can apply freeze frame technique by pausing in any part and discussing it. Letting the students take note the information on the video, as proposed by Dobson (2005), also assists the students in practice time.

Several things are suggested for the teacher and further researchers. Firstly, the teacher should understand the video prior to show to the students. Since the native English speaker who speaks on the video, the teacher would better familiarize the difficulty words. Secondly, for further researches, there is a questions followed this research, i.e. how to make the students more confident in speaking. Finally, the devices (computer, loud speakers, and LCD projector) supporting the teaching learning process should be well prepared. Since those devices are electric equipment, it should be anticipated that the devices are not working out or there is blackout during the teaching learning process.

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