

CHAPTER I

INTRODUCTION

1. 1 The Background of Study

Language is something that comes from the speaking subject and is expressed in the speaker's meaningful purposeful purpose Martinez del Castillo (2015). English is a part of language and now English is the language used to write and distribute most information. Understanding English is essential, both in speaking and writing. English is a vital part of life in the age of globalization. English is actually the second most spoken language in the world. English is being used across the world. Speaking and writing well in English has evolved into one of the standards for crucial abilities in language training. Nowadays, people fight for the use of English as their primary or secondary language for all forms of communication, and it is a major factor in every area of their lives.

English is most widely used in the teaching and learning process on wider educational opportunities, both formal and environmental. In many nations around the world, especially in the current global period, English is taught as either the first or second foreign language. Professionals in the field of language instruction and learning environments are experts in this regard. Speaking plays a significant part in the process of learning a language because it is one of the fundamental abilities of English. Some Indonesians believe that English is merely a foreign language and an international language, while others believe that it is also a language that is frequently used on television.

Despite the fact that, as we all know, English has become a crucial need for promoting global communication.

Speaking is one of the important skill in English. Speaking is one of the skills that students find the most challenging to develop, according to Pollard in Azlina (2015). In English, there are four skills: one of them is speaking Delivering information or a message to another person by speaking is an action (Sitorus & Silitonga, 2018).

Students frequently run into many issues while learning speaking skills. According to what was seen in SMP N 2 Beringin, eighth graders had trouble speaking English. The issue that is frequently encountered is that people have trouble using a foreign language because of their mother tongue. They lack confidence and are concerned about making a mistake in a conversation. Lack of desire to use the second language in everyday discussions is another factor. In addition, the importance of pupils' speech is sufficient. Students require media that can draw attention and offer comfort while they learn to speak for the reasons listed above as well as the fact that they typically find learning media boring.

The teacher paid little attention to their English speaking difficulties. The class's activities were uninteresting. The instructor used a textbook-based approach and read aloud from a book when teaching English. The teacher mostly focused on the opportunities the UN could provide for the kids, rarely using any other media to enhance the lesson (Ujian Nasional). The issue at this school is that the children have very poor speaking abilities and have little interest in using English. Instead, the teacher was the only source. They lacked

confidence and motivation as well. Usually, they did nothing but listen to the teacher. Based on the explanation above, the researcher took the students' English final exam scores. It can be seen from the table below.

Table 1.1 Students' score on English Final Test in SMP Negeri 2 Beringin in academic year 2022/2023.

No	Initial	Score
1.	AVP	65
2.	ARM	50
3.	FAS	71
4.	JMM	60
5.	MT	70
6.	MP	75
7.	NNA	50
8.	OJS	55
9.	RAT	65
10.	RUM	55
11.	RPN	60
12.	RS	55
13.	RAS	60
14.	SES	65
15.	SBS	60

From the table above it can be concluded that the value of students in the school is low. So with this the researcher offer a media that can improve speaking skills which is where is media is one component of teaching using media related to the subjects given by the teacher. Learning media can help students understand the material delivered by the teacher more easy. In addition, the use of appropriate learning media makes the situation learning to teach more fun (Asmanang, 2018). In general, there are three types of media, namely visual media, audio media, and audio visual media. In line with the development of information technology, the development of media in the field

of education is increasingly advanced. The classification as described in the description above describes the characteristics or special features of the cache media which are different from one another according to the purpose and intent of the classification.

Because we are able to see images and hear sounds, English motivational videos are considered to be audio-visual media. Learning to speak English by watching English motivational videos is one of the many more contemporary and efficient strategies to advance one's English-speaking abilities. Learning English using videos has several advantages, like making learning much more enjoyable, teaching accurate word pronunciation in a foreign language, helping students understand content more quickly, and having access to inspiring videos that include learning scenarios. As a result, even though it is not a formal system, learning English through motivational films is a cutting-edge educational strategy that should be developed.

In carrying out this proposal, the researcher read previous study related to this topic to looking for gap research, research takes from Dini Hidayati (2019) in analysis of video in improving the students' speaking skill. This research conducted that used classroom action research (CAR). To collect the data, the researcher used observation, interview, and the speaking test. According to the analysis, using movies can help students' speaking skills. The results show how much the kids' speaking abilities have improved. The standard score for speaking ability was 70, and the mean score for cycle I was 55. Of the students, 5 (18%) had finished their learning, while the remaining 23 (82%), had not. The contribution of previous research to my research is I

can see more how to analyze video from youtube can influence students' speaking ability.

Based on the explanation before researcher is interested in doing research on the effectiveness of using English motivation video towards students' speaking skill. The researcher would like to write a paper titled : "The effectiveness of using English motivation video towards students' speaking skill at SMP Negeri 2 Beringin."

1. 2 The Problem of Study

Based on the research background above, the researcher formulate the research as follows :

1. Does the use of English motivation video effectively to improve students' speaking skill ?

1. 3 The Objective of study

Based on the research problem above, the researcher formulate the objective as study follows :

1. To find out whether the use English motivation video to improve students' speaking skill,

1. 4 The Scope of Study

In this era there are many alternative ways to help students improve the speaking skill, but in this study the researcher will use the English motivational video. A lot of study has been done on the use of films in English language learning, both for speaking and writing skills. The use of movies to teach speaking skills is not just a successful way to address issues with

speaking abilities including nervousness, limited participation, and speaking lack of confidence (Julaihah 2021). On this occasion the researcher only choose the effectiveness of using English motivation video towards students' speaking skill. The video that will be used is taken from the Erlangga Inspirasi Channel entitled English Speech Contest-Afriana Triandari.

1. 5 The Significances of Study

The results of this study are expected to be useful for other people. There are two kinds of significances in this study. Those are theoretically and practically as follow:

1) Theoretically

The results of this study can be new findings that can be useful for the public to be wiser in watching videos, especially in speaking English, and can be used as a reference or consideration in watching and assessing video quality,

2) Practically

- a. For students it can be used as evaluation material in terms of using English motivational videos as a medium for English material,
- b. For teachers, using English motivational videos as an additional medium for learning English,
- c. For the other researcher, as a comparison material for those who want to do more in – depth research in conducting research the

effectiveness the speaking skill of using English motivational video as the alternative way.

1. 6 Hypothesis

The hypothesis of this thesis is formulated as follows :

Ha : There is a significant effectiveness to improve students' speaking skill by using English motivation video.

Ho : There is no a significant effectiveness to improve students' speaking skill by using English motivation video.

CHAPTER II REVIEW OF LITERATURE

2.1 Theoretical Framework

Many theories are undoubtedly needed in order to compile this research and support reality. By offering certain theories, the author can explain how the terms in this study relate to one another (literature review). Of course, this chapter also offers a number of theories that back up the study. These theories touch on video, specifically English motivational video. It aims to support and provide some of the theoretical ideas found in this study. The topic will be outlined in the section that follows.

2.2 Speaking

2.2.1 The Definition of Speaking

Speaking is the productive skill. It could not be separated from listening. Producing, receiving, and processing information are all part of the interactive process of generating meaning that is spoken language Lestari (2019). When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. One of the most sought-after language abilities to master is speaking (Y. Hidayati 2019).

Speaking, according to Tampubolon Sahlan in Sidabutar (2021), is the verbal communication of what one person says to another or to a listener. Speaking is very important activity in exchange information, because

speaking helps us to know information and exchange ideas with fellow speakers. Speaking makes it easier for us to understand the information conveyed by our interlocutors. In this era, more and more people are good at speaking. Speaking is really needed by students in learning language like English.

2.2.2 The Types of Speaking

There are some opinion the types of speaking put forward by many experts. Things like this can happen because they are influenced by their perspective on translation. Nunan in Permana (2021) writes that generally there are two types of spoken language, are:

a. Monologue

A monologue, in Brown's definition, is a speech in which one person speaks for a protracted amount of time, such as in speeches, lectures, readings, news broadcasts, and the like. Whether or whether the audience understands what the speaker is saying, the speech must be uninterrupted so that the listener can process the information.

b. Dialogue

Distinct from monologue, dialogue, according to Nunan, is speaking that involves two or more speakers. When the listener can't understand what the speaker has said, the interruption may occur during the speech.

In addition there are six different kinds of speaking performances in the classroom. Imitative, intensive, responsive, transactional, interpersonal, and extended are these categories Guebba (2021).

a. Imitative

Instead of placing a focus on meaningful interaction, imitation-based learning activities place a greater emphasis on studying particular language components. Students are frequently exposed to real auditory resources, such as recordings of native speakers. Pupils are encouraged to copy what they hear while concentrating on a particular vowel sound. Drilling is useful when doing imitation speaking tasks in the classroom. By doing this, it gives kids the chance to hear and reproduce the appropriate grammatical and phonological language forms. Because they rely on repetition, drills should be quick, easy, regulated, limited, and comprehensive for students.

b. Intensive

Intensive speaking is any speaking performance that aims to practice phonological or grammatical language structures and goes beyond imitation. In other words, kids participate in prolonged speaking practice by focusing on phrases or sentences rather than just one sound. You can practice this type of performance either by yourself or in partners.

c. Responsive

A student's participation in class is primarily receptive. Simply put, responsive speech is speech that is in response to questions and comments made by both students and teachers. This type of response doesn't involve any information exchange. Responsive practice excludes discussion because it only offers answers to the teachers' questions.

d. Transactional

Being receptive is just one aspect of transactional speaking. The negotiation-based component of transactional practice is based on information transmission and information exchange through discourse. This kind of speaking activity can be done in pairs or in groups in the classroom..

e. Interpersonal

More often than not, interpersonal skills are used to maintain social bonds rather than to convey knowledge and information. It appears that students have a tougher trouble understanding interpersonal conversations because of the usage of slang, colloquial language, and ellipses. Nonetheless, students can increase their fluency by using language in its natural context through such practical classroom activities.

f. Extensive

The formal performance of extended monologues, such as speeches, reports, or summaries, is required of learners at the intermediate and advanced levels.

2.2.3 The Process of Speaking

According to Brown in Azlina (2015), speaking is a producing talent that can be directly and objectively observed, but these observations are invariably influenced by how well a test-taker can listen, which inevitably undermines the validity and reliability of an oral production exam. Depending on how classroom activities are set up, speaking in a classroom entails contact between teachers and students or among the students. Speaking has certain unique qualities when compared to writing and reading skills (usually

considered as written language, receptive skills). Speakers rarely employ whole sentences when speaking, and their vocabulary is generally less focused than it is when writing.

According to Brown in Rahmawati & Ertin (2014) there are some basic types of speaking as in the following :

a) Imitative

The ability to simply repeat (copy) a word, phrase, or possibly a sentence is at one extreme of the spectrum of speaking appearance kinds. A multitude of prosodic, lexical, and grammatical aspects of language can be taken into account when evaluating spoken production at the merely phonetic level.

b) Intensive

Creation of brief lengths of spoken language aimed for demonstrate skill in a restricted band of grammatical, phrasal, lexical, or phonological relationship.

c) Responsive

Respondent involves interaction and comprehension exams, but at the moment dialogue is rather confined to brief, polite small talk, straightforward requests, and comments. It resembles a succinct response to a query or statement raised by the teacher or a pupil, offering guidance and instructions. because typically, responses are adequate and significant.

d) Interactive

The duration and complexity of the interactions, which occasionally involve numerous exchanges and/or multiple participants, are what distinguish responsive speaking from interactive speaking. Interaction can

take one of two forms: transactional language, which is used to communicate specific information, or interpersonal interactions, which try to sustain social ties.

e) Extensive (monologue)

Speech, spoken representation, and storytelling are among the many speech production tasks, and there are very few opportunities for spoken involvement from listeners (perhaps for nonverbal answers), or none at all.

2.2.4 The Principles of Speaking

Additionally, there are some principles that must be taken into account when creating speaking activities. To provide the ideal environment for autonomous language usage, speaking activities must first maximize language production (Sreena & Ilankumaran, 2019) :

- 1) Use methods that address the full range of learner demands, from language-based approaches that emphasize correctness to message-based approaches that emphasize engagement, theory, and meaning. It entails thinking about how to create engaging activities without sacrificing the demands of the learner. Make any drilling, for instance, as significant as we can.
- 2) Offer techniques that are intrinsically motivating. To acquire competency, the instructor must make a connection between the students' interests and their knowledge needs. The instructor should assist the class in identifying the advantages of the activity.
- 3) Promote the use of real language in important settings. The pupils' willingness to speak the target language is encouraged by the

meaningful interaction. In order to create meaningful interactions and authentic circumstances, the teacher can use the teacher resource.

- 4) Provide appropriate feedback and correction. Since the most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give correct feedback that are appropriately for the moment.
- 5) Take advantage of the innate connection between speaking and listening. Listening may come naturally after as the teacher may be concentrating on the speaking objectives. Comprehension frequently serves as the starting point for language production skills. The instructor shouldn't pass up the chance to combine the two skills.
- 6) Give your students the chance to speak up in class. This means that there should be plenty of opportunities for the pupils to use the target language in the activities. The teacher should have let the kids take the initiative in language design and use.
- 7) Encourage the growth of speaking techniques. The pupils do not have to worry about their low level of skill as they will construct their personal speaking tactics for attaining oral communication aims.

These guidelines are meant to help in the construction of effective speaking instruction methods. To boost students' confidence and provide them with plenty of opportunities to communicate in English, the instructor should take speaking instruction into consideration. These

guidelines focus on how to create engaging activities without sacrificing learners' needs.

2.3 Media

2.3.1 Media

Media, according to Kamaludin in (D. Hidayati, 2019), are resources, facilities, or equipment utilized to utter artistic expressions, the line form that people employ to convey message or information. Any technology that can be used to spread knowledge or information to the public is considered a media. Media, according to Kamaludin (D. Hidayati, 2019), are resources, facilities, or equipment utilized to utter artistic expressions, the line form that people employ to convey message or information.

Because there are other media that can be used to teach speaking, including magazines, newspapers, radio, video, television, and others, the author opts to use YouTube as the teaching medium Lestari (2019). As it aims to support both the teacher and the learner in teaching reflectively, media will send out information, skills, attitudes, knowledge, or supplementary materials for the learners to make learning easier. A variety of media, including television, radio, books, records, computers/laptops, and smartphones, are frequently encountered in daily life. Recent studies have found that using video as a teaching and learning tool in classrooms is quite effective (Kamelia, 2019).

According to Briggs in Aniqotunnisa in Azlina (2015), all tangible forms of educational media can transmit messages and encourage pupils to

learn. He points out that the media serve as a conduit for the transmission of information from source to receiver. It might assist the teacher in conveying and transferring information to the students.

2.3.2 Types of Media

The process of teaching and learning can make use of a variety of media. Teachers need to be aware of the proper media for students to use during the teaching and learning process. (Mantiri, 2014) there are six fundamental types of media: Text, audio, visuals, video, manipulators (objects), visuals, and people make up the first six categories. The function of media is to aid in communication and education.

However, the researcher chooses videos as the main media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation by the teacher. In other words, videos can help the teacher in giving materials to the students. Besides, videos seem interested and can motivate students to focus on the teaching and learning process. Videos will be discussed in details in the following section.

2.4 Video

2.4.1 Definition of Video

A video is a collection of still images portraying scenes in motion that have been electronically captured, recorded, processed, stored, sent, and then rebuilt. Involving video use the most senses compared to the tools other demonstrations, with video students can see and hear. Video, then, is a type of media that combines both audio and visual effects. These

media include movies and TV shows that are both voice- and image-recorded on video CD (Baidawi, 2016).

In this era students have the chance to use audiovisual material to expand their knowledge and skills both within and outside of the classroom. These audio-visual elements, such as movies and videos, foster perception, comprehension, training transfer, reinforcement, or result knowledge, as well as retention. The first is a study by Riswandi in Kristiani & Pradnyadewi (2021) that sought to analyze how YouTube affected students' speaking abilities as well as how speaking skills were taught and acquired utilizing YouTube videos.

2.4.2 Characteristics of Video

Any medium that disseminates educational messages or information falls within the definition of teaching media. One sort of learning media that can be used in the learning process is audio visual media (video). According to (Apriani (2022), audio-visual media is a category of media used in learning activities that entail both hearing and seeing something. Verbal and nonverbal signals that rely on both sight and hearing can be used to convey messages and information through this medium. While this was going on, the researcher didn't use video lessons can be used to teach English since they combine text, visuals, sounds, and drawings to create excellent visual stimuli.

2.4.3 Video Clip

Many different kinds of video can be used to teach speaking. To teach speaking, a video clip is preferable. A video clip is a brief section of a longer video or a longer film that has been divided into several shorter segments, each lasting between one and five minutes. You can watch these videos on a computer or television.

The messages and information that can be transmitted through this medium can be in the form of verbal and nonverbal messages that rely on both sight and hearing. Some examples of audio visual media are films, videos, TV programs and other. Since the teacher can select any part of the movie that contains a specific language function that the students will learn, it is obvious that short video segments are more successful in the teaching and learning process.

Video is a form of audio-visual media that can be used to support learning and teaching. It can be replayed in slow motion so that the eye can observe events that happened too quickly for normal vision to register. Video is an example of an audio-visual medium that can be used to teach speaking. It is one of the instructional media, according to several academics, that aids in the teaching and learning process (Astuti & Pusparini 2020)

2.4.4 Motivation Video

Students who lack motivation to study may find it difficult to adhere to their teachers' instructions adequately, as motivation is the desire to allow, activate, channel, and lead people's conduct in carrying a learning

attitude Sumiati (2019). Motivation is an important factor in attracting students' willingness to participate in the process of English teaching and learning from the start of the session until its conclusion in cases when they are in the classroom for the duration of the teaching and learning process. When students are motivated to learn in class, the material they are given will go through without any issues, such as pupils not paying attention to the teaching-learning process, doing something irrelevant to the subject, or ignoring assignments (Dewi, 2016).

Motivation can be stimulated by external factors, namely association, family, counselor attitude, facilities, and media. In relationship with learning, there are several questions, how to create conditions or something process that directs students to do learning activities. How make efforts to be able to foster learning activities with good. In this case the effort to be able to create conditions or a process which directs students to want and want to do learning activities as well. Students will therefore engage in teaching and learning activities with full awareness, joy, and a desire to produce the greatest amount of learning outcomes (Supardi, 2021). In this study, researchers will use English motivation videos taken from the Erlangga Inspiration Channel entitled English Speech Contest-Afriana Triandari.

2.5 Previous Research

The researcher analyzes many studies on this subject as a resource for researchers while working on this project. The researcher takes three previous researchers that related this research.

The first research researcher takes research from Putri (2022) in an analysis the effectiveness of teaching speaking by using drilling method through You tube. In this study, the researcher analyze students' speaking skills with used quasi-experimental research design. Based on the independent sample t-test and paired sample t test, it is found out that there is a significant difference between the experimental group using YouTube in the drilling learning method and the control group using conventional media in the drilling learning method. This research used drilling method. The contribution of previous research to my research is my reference material for my research so that I can see how to analyze teaching speaking through You tube video as learning media in improving learners' speaking skill.

And then second research takes from Amirullah (2019) in analysis of video visual art to facilitate students in learning English speaking. This research conducted that used classroom action research design. To collect the data, the researcher used observation, interview, and the speaking test. According to the analysis, using visual art can help students' speaking. The different between my research and Amirullah's research is this research used classroom action research while my research use quasi-experimental. The contribution of previous research to my research is I can see more how to analyze the visual art from that can influence students' speaking ability.

The third research from Witria Kusuma dewi (2016), based on the research findings, it can be concluded that used students' video model can

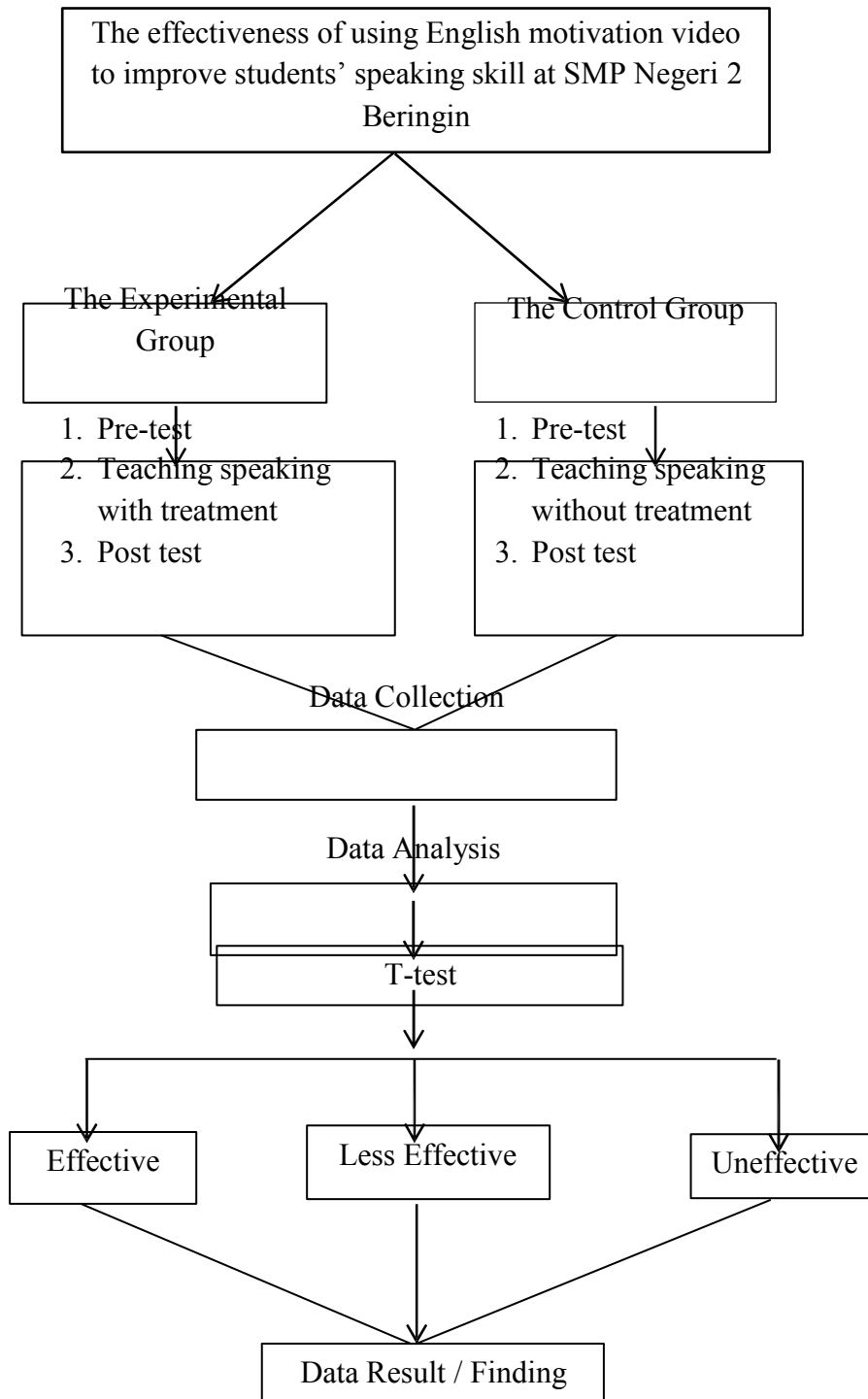
improving students' motivation and speaking ability. The video model used by the students had no impact on how the lesson was delivered. The research was conducted using classroom action research. This study uses Thondrow's theory. The difference is that this research uses videos created by the students themselves, while my research uses videos available on YouTube. The contribution of previous research to my research is my reference material in carrying out this research so that I can see and understand how to analyze the impact of video to students' speaking ability.

From several previous studies above, that's why I'm interested in researching more about video effectiveness. I also want to see how English motivational videos can affect students' speaking ability.

2.6 Conceptual Framework

Speaking, as was previously stated, is about the process rather than just the outcome. The use of video in speaking activities stimulates and motivates students to speak up. It is therefore believed that employing video exercises in speaking courses will help the students' speaking skills. For this reason, the researcher has selected video as an effective tool for instructing students how to speak more effectively.

Figure 2. Conceptual Framework



CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

In this research, researcher used quasi-experimental research design. This research is a quasi-experimental research with pre-test and post-test treatment used in data collection and analysis Walliman (2006) in Panggua (2016) . This study will use cluster sampling method in selecting samples. They will be divided into two groups called experimental and control groups.

This research that prepare using quasi-experimental research. To see the comparison of scores from before and after watching the English motivation video. And the goal of this research is to find out whether the use English motivation video to improve students' speaking skill at SMP Negeri 2 Beringin. This study employs analysis, provides a thorough overview of the information sources, uses a natural environment, and recognizes the social issues associated with research.

3.2 Populations and Sample of the Research

3.2.1. Populations

Population refers to the set or group of all the units on which the findings of the research are to be applied (Shukla, 2020). The population of this research is second-grade students of SMP Negeri 2 Beringin. The population consists of 2 classes with 48 students and each class has 24 students.

3.2.2. Sample

The sample is part of the study population. Sampling is defined as the procedure for selecting a sample from individual or from a large group of the population kinds of research purposes (Bhardwaj, 2019). Because the research

will use a quasi-experimental design, the researcher uses cluster sampling. Based on Bhardwaj (2019), in cluster sampling, various segments of the population are treated as a cluster. Cluster sample selection was carried out randomly from existing groups/clusters. This method provides equal opportunities for all members of the population to be selected as members of the sample.

The researcher aims to take one class as sample namely class VIII-2, where the class consists of 24 students. Where the 24 students will be divided into two groups, namely 12 students as the experimental group, and 12 students as the control group.

3.3 Instrument of Collecting Data

To collect the data, the writer used instruments speaking test. According to Kuswari & Nugraha (2019) speaking test is a test in which a person is encouraged to speak. The benefits of the speaking test format should take into account the following factors:

- a. test size, which includes the length of the text, productivity, and involvement,
- b. grammatical complexity and the range of the required coherence devices,
- c. functional scope, which includes the levels of illocutionary variation involved,
- d. reference scope, which refers to the breadth of vocabulary knowledge required to complete the activity.

Based on explanation above the researcher will use speaking test in this research.

3.4 The Procedure of Test Research

In teaching speaking, the sample was divided into two groups, namely experimental group and control group. In experimental group the writer taught students by using English motivation video and in control group the writer taught students without using English motivation video.

3.4.1. Pre – test

Pre-test will be given to both groups (control and experimental) before the treatment in order to find out the homogeneity of the sample. Pre-test is a speaking test and is given before treatment.

3.4.2. Treatment

The treatment carried out after giving the pre-test. In experimental group the writer taught students by using English motivation video and in control group the writer teach students without using English motivation video.

3.4.3. Post test

After the taught presentation in treatment, both experimental group and control group was given post-test. This is given to know the difference score both of them and to know the effectiveness of applying using English motivation video towards students' speaking skill.

Table 3.1 Research Procedure

No	Step	Experimental Group	Control Group
1	Pre-test	The students' pre-test be administered by the teacher.	The students take the pre-test from the teacher.
2	Treatment	<ol style="list-style-type: none"> 1. The subject-relate questions the teacher poses. 2. Students' responses related to the subject. 3. Teacher gave learning material. 4. The teacher explained the learning material. 5. Delivered the students the video. 6. Teacher asked the students to watch the video. 7. Asked students to make a short dialogue based on topic. 8. Asked students to present their own making dialogue in front of the class. 9. The teacher recorded it. 10. After that the teacher asked students to make the conclusions of the lesson. 	<ol style="list-style-type: none"> 1. The teacher explained the learning objective about the topic. 2. The teacher gave a topic. 3. Asked the students to make a short dialogue based on topic. 4. Asked the students to present their own making dialogue in front of the class. 5. The teacher recorded it. 6. The teacher scored the students.
3	Post-test	The teacher gave the post-test to students.	The teacher gave the post-test to students.

1.5 Technique of Collecting Data

In this study, researcher collected data with several techniques :

- 1) Researcher looked for a You Tube channel account with the username Erlangga Inspiration Channel.
- 2) The researcher asked the students to watch the video.
- 3) The researcher asked the students to give their responses, and record it.

3.1 The Scoring System of Speaking Skill

In evaluating the students speaking score this study used speaking test. Based on the test there are five components namely : pronunciation, fluency, grammar, vocabulary and comprehension by (Madsen, 1983). For the clearer image, we can see the table below :

Table 3.5 The Students' Scoring System

Aspect	Indicator	Score
Pronunciation	Clear pronunciation	21-25
	Few inaccurate pronunciation	16-20
	Inaccuracy of pronunciation do not seriously impede understanding	11-15
	Inaccuracy of pronunciation makes understanding almost impossible	6-10
	Inaccuracy of pronunciation makes understanding almost impossible	0-5
Fluency	Fluent communication	21-25
	Good communication	16-20
	Satisfactory	11-15
	Communication hesitant	6-10
	Communication minimal	0-5
Vocabulary	Wholly appropriate	21-25
	Few limitation	16-20
	Sometimes limited	11-15
	Limitation affected the task	6-10
	In adequate for the task	0-5

Grammar	Clear and appropriate use of grammar	21-15
	Few inaccurate grammar	16-20
	Inaccuracy of grammar do not seriously impede understanding	11-15
	Inaccuracy of grammar do not impede understanding	6-10
	Inaccuracy of grammar makes understanding almost impossible	0-5
Total Score		100

3.2 Technique of Analyzing Data

In this study to analyzing the data, by using several steps, namely :

1. Calculated the mean score class by using (Gay, Mills & Airasian, 2006) :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = mean score

$\sum X$ = total score

N = total number of student

2. Calculated the standard deviation by using in (Gay, Mills & Airasian, 2006) :

$$s^2 = \frac{(\sum d^2) - \frac{(\sum d)^2}{N}}{N}$$

Where :

s^2 = Standard deviation

$\sum d^2$ = Sum of square

N = The total sample of group

3. Drawing the conclusion and answering the hypothesis calculating the data by using t- test formula (Gay, Mills & Airasian, 2016) formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{d_1^2 + d_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

\bar{x}_1 = The mean score of experimental group

\bar{x}_2 = The mean score of control group

$\sum d_1^2$ = The sum square of standard deviation of experimental group

$\sum d_2^2$ = The sum square of standard deviation control group

n_1 = The total sample of experimental group

n_2 = The total sample of control group