THE INFLUENCE OF USING NEWS VIDEO TOWARDS STUDENT'S SPEAKING ABILITY AT THE TWELFTH GRADE OF SMK ANALISIS KESEHATAN TRIJAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By :

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Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG

2022 / 2023

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ABSTRACT

THE INFLUENCE OF USING NEWS VIDEO TOWARDS STUDENT'S SPEAKING ABILITY AT THE TWELFTH GRADE OF SMK ANALISIS KESEHATAN TRIJAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

By

Febriyani Wulandari

Speaking is one of language skills that should be mastered by the students. The students' speaking ability of Smk Analisis Kesehatan Trijaya was still low. The researcher applied News Video media. News Video is kind of media for teaching speaking in which the students' speaking activities to improve students' speaking ability.

The research methodology was Pre-experimental design. In this research, the population was the twelfthh grade of Smk Analisis Kesehatan Trijaya . The sample of this research was one class consisting of 34 students for experimental class. In the experimental class, the researcher used news video in teaching and learning english. In collecting the data, the researcher used instrument in the form oral test. Before giving the treatment, the researcher gave pre-test for experimantal class. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that *Sig.* = 0.000 and α = 0.05. It means Ha is accepted because *Sig.*< α = 0.000< 0.05. Therefore, there is a significant influence of using News video towards students' speaking ability at the twelfth grade of SMK Analisis Kesehatan Trijaya Bandar Lampung in the academic year of 2021/2021.

Keywords: ***News video, Media teaching english, Speaking***

DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible forthe contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted and cited in accordance with ethical standards.

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A thesis entitled: **"THE INFLUENCE OF USING NEWS VIDEO TOWARD STUDENT'S SPEAKING ABILITY AT THE TWELFTH GRADE OF SMK ANALISIS KESEHATAN TRIJAYA IN ACADEMIC YEAR OF 2021/2022.", by: FEBRIYANI WULANDARI, NPM: 1611040329,** Study Program: English Education, was tested and defended in the examination on: Monday, Desember 26th 2022

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MOTTO

اِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْ ۗ

"Indeed, Allah will not change the condition of a people until they change what is in themselves."

(Qs. Ar Ra'd: 11)

DEDICATION

I dedicate this thesis gratefully and thankfully to:

1. My lovely parents, Ismail MS and Elva BS, who have always teach me to trust in Allah, believe in hard work and teach me that so much could be done with this little and have always loved me unconditionally.
2. My beloved brother, Muhammad Yusup sajudin, Hamzah Nabawi, Muhammad Restu Ismail, and also my big family. May Allah blesses and keeps my family safe and full of happiness.
3. My best friends who always support, bring happiness and have supported me throughout the process and have never left my side and very special.
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6. Last but not least, thanks for believing me, for doing all these work, for having no days off, for never quitting, for always being a giver and trying to give more than I receive, for trying to do more right than wrong, and most important for just being me all time.

CURRICULUM VITAE

Febriyani Wulandari was born in Padang on February, 17th 1997. Febri is the first daughter of Ismail MS and Elva BS. She has one sister and three brother whose name Farah Siti Hazar (alm) and Muhammad Yusup sajudin Hamzah Nabawi, Muhammad Restu Ismail.

Febri started her formal education at SDN 1 Bakung and graduated in 2009. She continued her study to SMPN 16 Bandar Lampung and graduated in 2012. After finishing her study at Junior High School, she continued to SMKN 3 Bandar Lampung and she finished in 2015. All of those three schools that she graduated from, were in Bandar Lampung, Lampung.

After that she continued her study at State Islamic University (UIN) of Raden Intan Lampung in 2016. Then in 2019, she spends 40 days with another faculty member at KKN in Pulau Panggung, Gunung Agung, Tanggamus, Lampung and in the same year she has PPL in SMA Taman Siswa Bandar Lampung.

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Alhamdulillah, all praise to Allah SWT the almighty for this merciful and beneficent, for blessing me with mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled ":The influence of using news video towards student's speaking ability at the twelfth grade of Smk Analisis Kesehatan Trijaya Bandar Lampung in the academic year of 2021/2022 is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Program at Tarbiyah and Teacher Training Faculty of Islamic State University of Raden Intan Lampung.

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1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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8. All my beloved best friend from Vocational school.

Finally, nothing is perfect and there are still many flaws in this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, 5 December 2022
The writer,

Febriyani Wulandari
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Speaking is a procedure to express an opinion or the words that a person or people want to say. Speaking also is the way that people use to interaction with the other people. By speaking, people can convey information and ideas and maintain social relationships by communicating with others. This is what Burns & Joyce said that speaking is an interactive process of constructing meaning in which information is g'enerated, received and processed.[1]It means that speaking is very important in human life because without talking people cannot know what the other talk.

One of the four basic skills in learning a foreign language besides listening, reading and writing is speaking skills. This language skills must be mastered by learner. Gate State Speaking is a skill that deserves as much attention as literary skills in the first and second languages.[2] This is a productive skill in which students say words or sentences with an atmosphere of trust and comfort aimed at conveying certain messages, using appropriate grammar and vocabulary rules.

Language learners who are successful in learning languages are measured by their ability to have conversations in everyday life. Language learners must be able to speak confidently. According to Richard's statement, mastery of speaking skills in English is a priority for many students of second or foreign languages. He said that speaking is the main basic skill for telling and sharing ideas in communication.[3] Therefore, speaking is one of the language skills that must be learned to start communication.

Speaking is a productive skill that uses a combination of pronunciation, vocabulary, grammar and even accent. English-

[1]Burns A, Joyce H, *Focus on speaking for English Language Teaching and Research*, (Sydney: National Center, 2008), p.11

[2]Bygate M, *Speaking*, (New York: Oxford University Press, 2003), p.vii

[3]Jack C.Richards, *Teaching listening and Speaking*, (New York: Cambridge University Press, 2008), p.19

speaking skills are not simple things that can be learned easily in a short time, because these skills require more than just knowledge of grammar and semantic rules but also require a lot of practice and speaking opportunities. It is an activity that is difficult for most people to master, both in their mother tongue and in a foreign language. Juhana said most students often evaluate their success in language learning and the effectiveness of their English courses based on how much they feel they have improved in their speaking abilities.[4] Therefore, when students speak English well and very often, they may think that they have improved other abilities involved in speaking. Inversely if students rarely speak English, their speaking skills may not improve much.

The researcher interviewed one of the school teachers to look for problems in learning English. Based on the interviewed, the problems obtained by a teacher were based on teacher's experience teaching in Vocational Schools. First, students felt afraid and nervous when they want to speak using English in front of their classmates. Second, the students do not have any ideas or initiative to speak English, it was because less practice speak english, the lack of vocabulary and grammatical patterns. Third, the students still frequently made mistakes in pronouncing the English words. Those problems made the students scared, unmotivated and passive to speak english.[5]These made the students' speaking ability low. It can be seen from the table of the students' score in speaking test below.

[4] Juhana, "*Psychological Factors That Hinder Students from Speaking in English Class",* Journal of Education and Practice, Vol 3, No 12 (2012), p. 1

[5] Martalinda, An interview with english teacher, SMK Analisis Kesehatan Trijaya Bandar Lampung , August 31 2021

Table 1

Students' Score of Speaking at Teknologi Laboratorium medik of Smk Analisis Kesehatan Trijaya Bandar Lampungin the Academic Year of 2021/2022

No	Srudents' Score	Number of Students	Percentage
1	≤75	73	73%
2	≥75	26	27 %
Total		99	100%

Source: *The score of the studentclass XII From English Teacher of SMK Analisis Kesehatan Trijaya Bandar Lampung*

From the table above, it can be said that the speaking score of the twelfh grade in SMK analisis kesehatan Trijaya Bandar Lampung was still low because the number of students who got score under 75 is 73% students and above 75 is 27% students. It means that the English score should be increased because the criteria of minimum ability (KKM) at SMK analisis kesehatan Trijaya Bandar Lampung was 75.

Besides interviewed the teacher, the researcher also interviewed the students by distributing questions. Based on the result of questionnaire, the researcher knew that 66% students like to learn English, but they saw English as a difficult subject. The researcher found the 72% students have difficulties and some problems in speaking english. The problems were the students still confused to use the word in making sentence orally and the students have difficult to understand sentence in english if only listen.

In teaching Speaking English, the teacher used problem base learning technique and pictures as a media for teaching speaking. Students described the picture without being given a situation. After that, the students perform in front of the class, and it was done. Based on this statement and questionnaire, the researcher can conclude that it was less effective to use this media for learning speaking because students found it difficult to understand and expressed what they wanted to convey, if students only see pictures to describe.

Therefore, to solved this problem and improved students' speaking ability, teachers must provided a variety of media and technologies to

enable students for participate in practice speaking and provide motivation. Researchers believed that video media can make speaking activities became appealing.

The video presents the viewer with information conveyed via audio and visual media.[6] The news videos are audio-visual media that provide information and this media can watching pictures and listen to them. In addition to the use of video news media, researchers used retelling techniques. According to Harmer, retelling is a technique of teaching speaking where students can briefly summarize the information they have heard from someone so that students can clearly share it with others when retelling.[7]

This research is classified as experimental research. The experimental design used in this research is pre-experimental, which involves one class as the experimental class. In addition, the researcher used pre-test and post-test. That is the data used came from the results of the pre-test and post-test. Pre-test is give to the experimental class before being give treatment, that is before lerning using news video media. Post-test is give to the experimental class after being give treatment, that is after learning using news video media.

From this study, researcher referred to several previous researchers. The first reference to producing an ABC news as a media to teach pronunciation. The aim of this experiment is to know whether ABC News video is effective or not to improve students' pronunciation and also to know the pronunciation mastery of the second grade students' of computer networking technique class of Vocational High School Puspajati Bulus pesantren in the academic year 2013/2014. The sample is 33 students. The result of this research showed that ABC news video is effective to improve students' pronunciation.[8]

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[6]Schawartz. Maria, "*Listening in a Foreign Language"*, (Center for Language Initiatives University of Maryland Baltimore County, US, 1998), p.17.

[7]Jeremy Harmer, *How to teach English*, (China: Pearson Education Limited, 2007), p.89

[8]Umi awalia, "The Effectiveness Of ABC News Video To Improve Students' Pronunciation At The Second Grade Students' Of Computer Networking Technique Class Of Vocational High School Puspajati Buluspesantren In The Academic Year

The second reference produces the hypothesis, the results of the research showed thatthe video technique significantly improves the students' speaking ability in the English teaching at SMP N 1 Manisrenggo. This research was classified as a quasi-experimental study. It involved 68 students of two groups, Class VIII A as the experimental group and Class VIII B as the control group. The experimental group was taught by using video, whereas the control group was taught by using the textbook-based technique. The data were obtained by using a pre-test and a post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment.[9]

The third referace produses video to improve the students' speaking skill. This research was an action research and conducted collaboratively with the English teacher. The subjects of this research were 23 students in Class XA of SMK PI Ambarrukmo 1 Sleman. They were obtained by interviewing the English teacher as the collaborator and the students, observing the teaching and learning process, and conducting pre-test and post-test. The results of this research showed that the students' speaking skill improved.[10]

From all of the previous studies, the researcher conclude that the first study focus on using animation video for reading skill in senior high school, the second study focus on using video for speaking english in junior high school, the third study focus on audio video to improve speaking skill in senir high school.

Base on the previous study above, this research used different types of videos, that is news videos where students are expected to find it easier to get the information being discussed and can tell others clearly and precisely. This research was more to improve student

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2013/2014". (Sarjana Degree of education of English department faculty of Muhammadiyah University of Purworejo, Purworejo, 2014)

[9]Arum mustikawati, " The effectiveness of using video in teaching speaking for the eighth grade students of SMPN 1 Manisrenggo". (Sarjana Degree of education of English department faculty o, Yogyakarta, 2013)

[10] Muhammad imam mursyidto, "Using audio-video madia to improve speaking skill of grade x vocational students of SMK PI Ambarrukmo 1 Sleman in the academic year of 2013/2014". (Sarjana Degree of education of English department faculty, Yogyakarta, 2014)

speaking skills and how to capture student information about what they hear and see.

For the reason above, the researcher wants to prove how using an audio-visual media that is news video can influence a student's speaking ability in retelling the information. Thus, the researcher interested in conducting a research entitled "The Influence Of Using News Video Towards Student' Speaking Ability At Twelfth Grade of SMK Analisis Kesehatan Trijaya Bandar Lampung In The Academic Year of 2021/2022".

B. The Identification of The Problem

Based on the background of the problem, the Researcher identifies the following problem in teaching speaking, they are;

1. The student's score is low in learning speaking english
2. Students feel confused and nervous when they want to speak using English in front of their classmates.
3. The students do not have any ideas or initiative to speak English, it is caused by the lack of vocabulary, grammatical patterns, and lack of practicing English speaking.
4. The students still frequently make mistakes in pronouncing, intonation,stress the English words.
5. Their problems with understanding the material. Those problems make the students everse and unmotivated to speak.

C. Limitation of Problem

The Researcher limits the study about " The Influence of using news video toward student's speaking ability." The limitation is taken from based on background of the problem and identification of problem. In this research, the researcher focused on using video media in teaching. The kind of video use by researcher is news video. Besides that, the researcher focused in retelling the information.

D. The Formulation of The Problem

The problems of this research are formulated as the follows; Is there any influence of using news video toward student's speaking ability in retelling the information?

E. Purpose of the Research

The purpose of researches is to know whether there is influence of using news video toward student's speaking ability in retelling the information.

F. Use of The Research

First, for the students. The result of the research can stimulate their motivation in learning and this media can make them interested in studying English. It is hoped to be able to improve their speaking ability so the goals of teaching learning can be research as well as possible.

Second, Future Researchers. The researcher hope this research can be used as a material reference if they will investigate the same subject. Thus that ways, the researchers tries to give the best contribution.

The third, the teacher. The result of this research is expected to provide them with an alternative medium to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

G. Scope of The Research

1. Subject of the research

The subject in this research was the twelth grade of the student in SMK Analisis Kesehatan Trijaya Bandar lampung.

2. Object of the research

The object of the research was teaching english using news video.

3. Time of the research

The reseacher was conducted at the first semester of the academic year of 2021/2022.

4. Place of the research

The reseacher was conducted the research at SMK Analisis Kesehatan Trijaya Bandar lampung.

CHAPTER II
THEORITICAL FRAMEWORK

A. Speaking

1. The Definition of Speaking

The definition consistent with Chaney, "Speaking is the process of constructing and sharing that means through the use of verbal and non-verbal symbols, in a whole lot of contexts".[11] One way to express a persons ideas to others is to speak. Speaking is a shape of communication. Basically, speaking is used as an ability of conversation between human beings in the community to keep the relationship going well. In education this is very important, speak can connect students and teachers. The teacher can convey the subject matter to his students and students can receive it. Therefore, it is important that what will be delivered must be in the most effective way.

Johnson and Morrow said that speaking which is popular with term "oral communication" is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.[12] Speaking is used to convey expressions, ideas, opinions, and feelings that people feel toward others. Hence, when people want to communicate, there must be at least two people, one as a speaker and the other as a listener. The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

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[11] Chaney, A. L, *Teaching Oral Communication (*Boston: Allyn & Bacon, 2005), p. 13.

[12] Johnson.K. And Morrow.K.E, *Communication in The Classroom: Handbooks for Teachers' series* (London: Longman, 1981), p. 70.

2. Type of Speaking English

According to Brown, there are two types of languages.[13] The types are as follows:

a. Monologue

In a monologue, a compilation of speakers who use spoken language, such as For example, in orator, lectures, news speakers, etc. The listener must process a long stretch of speech without discussing the flow of the conversation to continue whether the listener is understood.

b. Dialogue

The dialogue attracts two or more speakers and can be divided into interpersonal and transactional languages. The dialogue invites two or more speakers to submit meaningful or factual information.

3. Aspects of Speking Skil

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, accuracy, comprehension.[14] They are as follows:

a. Pronounciation

Pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

---

[13]Brown,*Teaching with principles*, 2nd ed (New York: Longman, 2001), p 251.

[14]Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), p. 168.

b. Fluency

Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and without having to stop

c. Vocabulary

Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

d. Accuracy

Accuracy is an ability to produce accurate sentences or utterance with correct grammar. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

e. Comprehension

Comprehension is a solution to language solving or helps them improve their understanding of language by reading or listening to someone speaking and then answering questions. In addition, Comprehension is the ability to speak with understanding. It means, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information.

4. Class Room Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many sorts of classroom activities. Harmer lists six activities for speaking within the classroom. They cope with scripts, communication games, discussions, prepared talks, questionnaires, simulations and role-playing games.[15]

a. Acting from the script

[15]Jeremy Harmer, *The practice of teaching English*, 3rd ed (London: Longman , 2001), p. 272-352

Playing scripts and playing dialogues are two types of scripts that the teacher should consider in the teaching and learning process. In this section, the teacher asks the students to perform the play based on the dialogue in the script. The role of the teacher in this activity is to draw attention to adequate stress, intonation and speed as directors. This means that the lines that they speak have real meaning. By practicing students in these things before they achieve their final performance, the teacher ensures that acting out is both a learning and a language-producing activity. Students are given a lot of help in conducting the dialogue if they are given time to practice their dialogue before the performance. Students will benefit much more from the overall experience in this process.

b. Communication Games

Communication games are activities designed to stimulate communication between students. The games are based on the principle of the information gap, so a student has to speak to a partner in order to solve a puzzle, draw a picture, put something in the right order, or find similarities and differences between pictures.

c. Discussion

Discussion is probably the most common activity in the oral skills class. Here the students can express their true opinion. The discussion area is divided into several phases, from highly formal events in whole groups to informal interactions in small groups. The first are the groups that can be used for a whole range of discussions. For example, students are expected to predict the content of a reading text or to speak about their reactions after reading the text. The second are instant comments, which can be used to train students to react fluently, and instantly insert the instant comment mini-activities into the classroom. This includes showing photos or introducing topics at each stage of a lesson and nominating students to say the first thing that comes to mind. The last is formal debates. The students prepare arguments for or against various suggestions. The debate will begin when those nominated for the panel discussion produce well-rehearsed texts such as arguments, while others, the audience, share their own thoughts on the subject as the debate progresses.

d. Prepared talks

Students give a presentation with a topic . Such conversations are not intended for informal, spontaneous conversations because they are prepared and rather written. However, if possible, students should speak from notes rather than script.

e. Questionnaires

Questionnaires are very useful because they ensure that both the questioner and the respondent have something to say to each other. Students can design questionnaires on any suitable topic. The teacher can act as a resource and help them with the design process. The results of the questionnaires can then form the basis for written work, discussions or prepared discussions.

f. Simulation and role play

Simulation and role-playing can be used to promote general oral language skills or to train students for specific situations. Students can run simulations as they do, or take on the role of a completely different character and express thoughts and feelings as they do in the real world

5. Types of Peformer Speaking

Brown states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.[16] Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. According Brown said there are some basic kinds of speaking performances as within the following:

a. Imitative.

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a

[16]Brown, Op. Cit, p. 145.

sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive.

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive.

Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

e. Extensive (monologue).

Extensive oral production tasks include speeches, oral representations, and storytelling, retelling during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. Monologues can be in the form of oral report, summary, or perhaps short Speeches.

Base on statement above, the speaking type in this research is extensive speaking as the designing assessment. This assessment focuses on retelling from speaking with students in first semester of the twelft grade of senior high shcool. Retelling is reading or listening that learners remember from reading or listening and retell what they recognize either through orally or in writing. It is a tool for developing student’s apprehension.

B. Speaking Assessment In Retelling

Johnson stated that retelling is the most directly accessing in teaching and the reaction result of the reader from the text. Retelling signifies the reader or the listener understanding of learning's and creates new construction of character and reflects in retelling apprehension. Retelling helps readers or listeners to respond to the structure of stories regarding the personal explication of each message. It is the process of involving children in creating text and also allows interoperability between adults and young learners. Retelling motivates learners about the text for both integration and personalization that also helps learners view what the content components of the message and how the text related to their experiences.

Retelling is a form of judgment when speaking English. Retelling is a reading or listening activity that students remember when reading or listening and retell what they recognize both through speaking and writing as the marrow says.[17] In addition, when retelling, people try to retell what is understood in reading in their own language and do not have to be exactly the same as reading or listening.

However, you can confidently develop oral language production without fear of mistakes that have already been made in speaking has a background language through these readings. The retelling is useful to increase understanding and production of the spoken language. There are five components of speaking that need to be assessed such as pronunciation, grammar, vocabulary, fluency, comprehension, as Brown stated.[18]

1. Pronunciation

5	equivalent to and fully accepted by educated native speaker

[17]Morrow. L.M, *Using story retelling to develop comprehension* (Newark, DE: International Reading , 1989), p.40, in Jung-Ah Han, "*Retelling as an effective reading comprehension strategy for young ESL learners*" (Theses and Dissertations at Iowa State University, lowa, 2005), p.4.

[18] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices (*San Fransisco: longman, 2004), p. 157.

4	errors in pronunciation are quite rare
3	errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
2	accent is intelligible though often quite faulty.
1	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

2. Grammar

5	equivalent to that of an educated native speaker.
4	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.
3	control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
2	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
1	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

3. Vocabulary

5	speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
2	has speaking vocabulary sufficient to express himself simply with some circumlocutions.
1	speaking vocabulary inadequate to express anything but the most elementary needs.

4. Fluency

5	has complete fluency in the language such that his speech is fully accepted by educated native speakers.
4	able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
3	can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
2	can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
1	no specific fluency description. Refer to other four language areas for implied level of fluency

5. Comprehension

5	Equivalent to that of an educated native speaker.
4	can understand any conversation within the range of his experience.
3	comprehension is quite complete at a normal rate of speech.

2	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
1	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

C. Media

1. Definition of media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching. Media also can be said as any devices that help the teacher to make things being learnt and discussed in the classroom clearer. Media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

In the teaching and learning process, media is the teachers' ways to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experiences. Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However, the teachers should select and think carefully about the appropriate media based on the students' needs and the materials.

Arsyad states that media are the message mediators or companions from the senders to the receivers.[19] While according to Usman and Asnawir, media are anything used to send message from the sender to receiver, so it can arouse the learners' thought, feeling, and interest to

[19] Arsyad Azhar, *Media Pembelajaran*, (Jakarta: PT RajaGrafindo Persada, 2005), p.3.

gear the students‘ learn.[20] Kozma defines that media can be defined by technology, symbol systems, and processing capabilities. Using media creatively will make students to study better and can increase their performance in accordance with the goal that they want.[21]

Based on the statement above, media are tools used to convey the information from the senders to the receivers. Related to the teaching-learning, media are tools which have important functions to support teaching-learning process in the classrooms and they help the teachers transfer the knowledge to the students.

2. Kind of media

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which are appropriate to the students in the teaching and learning process. According to Smaldino, there are six kinds of media: text, audio, visuals, video, manipulative and people.[22] Furthermore, Alessi mentions that there are five types of media. Those can be seen below.[23]

1) Human-based media: teachers, instructors, and tutors
2) Print-based media: books, guidelines, workbooks, and handouts
3) Visual-based media: books, charts, graphics, maps, transparencies, and slide
4) Audiovisual-based media: videos, films, slide-tape programs, and television

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[20] Asnawir, Usman, *Media Pembelajaran*, (Jakarta: CiputatPers,2002), p12.

[21] Kozma Robert, *Learning with Media: Review of Educational Research* (America: University of Michigan, 1991), p.2.

[22] Smaldino. S.E, Lowther. D.L, Russell. J.D, *Instructional Technology and Media for Learning*, 9th Ed (New Jersey: Pearson Education, 2007), p. 12

[23]Alessi, Stephen M, Stanley R. Trollip, *Multimedia for Learning: Methods and Development*, 3rd ed (United States of America: A Pearson Education, 2001), in Muhammad Imam Mursyidto, ”*using audio-video to improve speaking skill of grade x vocational students of smk PI Ambrarukmo 1 Sleman in the academic year of 2013/2014”, (*Theses and Dissertations at Yogyakarta State University, Yogyakarta, 2014), p.23-24

However, the researcher chose videos as the media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation or it can supplement the teacher's explanation. Besides, videos can make students motivated and interested in the teaching and learning process. Videos will be discussed in details in the following section.

D. News Video

1. Definition of news

News is something new and informed to many people who can provide high insight to the listener. According to Ashadi, news is a report about one recent event. News can also be defined as new information about new events, important, and meaningful, which affect the audience and are relevant and worthy of their enjoyment. [24]According to Ruth and Billy, news is an immensely important media form These video can be played on the computer, elevision, radio, handphone, and internet. [25].

2. Elements of news

News is actual information about facts and opinions that catch people's attention. News is written or broadcast based on the reality or facts that occur. To inform or convey correct news, that is, there is no fabrication or manipulation of news facts. As Allah says:

وَاجْتَنِبُوْا قَوْلَ الزُّوْرِ ۙ

"And stay away from the words of lies" (Surah Al-Hajj: 30)[26]

It means stay away from saying or telling news according to the facts. So in that case a news item must meet the news elements, namely 5w plus 1h. This is the same as what Romli said. "The

[24]Siregar, Ashadi, et. Al,*Bagaimana Meliput dan Menulis Berita untuk Media Massa* (Yogyakarta : Kanisius, 1998), p.25.

[25]Ruth Jarman, Billy McClune, *Developing Scientific Literacy Using News Media in the Classroom* (UK : Open University Press, 2007), p.16.

[26]Al-Qur'an surah Al-Hajj Ayat 30.

elements in the news must fulfill the answers to 6 questions, namely 5W plus 1H."[27] Here's the description:

1.What is used to ask what event or what event happened.

2. Who is used to ask who the spectator in the incident.

3.When is used to ask when the event occurred.

4.Why is used to ask why the incident happened.

5.Where is used to ask the position of the incident where.

6.How is used to ask how events happened.

3. Type of news

Based on the way it is presented, news can be classified and there are:

1. Straight News is a type of news that is usually written to the point, straightforward, and concise and contains information about current / current events (actual), the warmest, and also interesting. Straight News is divided into two types, including hard news and soft news.
   - Hard news is often interpreted as hanga news that has significance for many readers, listeners, and viewers because usually the events contain "current" events that have just happened or are about to happen. Examples included in hard news: war news, politics, criminality and the country's economy.
   - Soft news is usually less important because it is entertaining, but sometimes it also contains important information. For example, art, entertainment, and lifestyle. [28]
2. Opinion News is an opinion or opinion news that contains a report of someone's views on something, creative ideas, thoughts or comments on something important. These opinion stories

[27]Romli, Asep Syamsul M, *Jurnalistik Praktis Untuk Pemula*, 7th Ed (Bandung: PT. Remaja Rosda karya, 2006), p.6.

[28]Morissan, *Jurnalistik Televisi Mutakhir*, (Jakarta : Preanada Group, 2008), p. 24

usually come from or are sourced from experts, scholars, professors, or officials regarding an issue or event. An example of opinion news, for example, is the opinion of economic observers regarding the fall in rupiah prices in the world.[29]

3. News Interpretation is a type of news that is a development of Straight News. Developments here mean the addition of background information, interviews with various sources and observers, and adding related data so that it can produce new news that is more detailed, and more complete. This Interpretative News really needs broad insight and analytical acumen from the journalist.[30]
4. Depth News is In-depth News, meaning news that is developed by deepening things that are under a surface. The news elements emphasized are "Why" or "Why" (why an event could have happened) and "How" or "How" (how did the event happen, details of the event), as well as So what (then how did it impact or how next?). The goal of Depth News is to further raise an issue in depth. Example: The capital city of Jakarta is always hit by floods every time the rainy season comes.[31]
5. Investigation News is the coverage of an investigation, meaning news developed based on research or investigations from various sources. Investigative News is news from its own investigation report, produced by investigative methods, including with a wealth of news sources, observations, extensive interviews, and in-depth research. Example: Corrupt Practices among DPR officials. The news of this investigation is almost the same as the depth news. The only difference is that depth news only reports events in depth whereas Investigative News is carried out because journalists "suspect" that there are violations that are detrimental to the public interest but are covered up by certain circles.[32]

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[29]Ibid, p.26

[30] Ibid, p. 28

[31] Tom E. Rolnicki. Et. Al, *penghantar jurnalisme*, (Jakarta : Kencana, 2008), p. 151

[32] Hikma kusumaningrat, *Jurnalistik, teori dan praktik*, (Bandung : PT Remaja Rosdakarya, 2006), p. 259

Based on the type of news, researchers used depth news. Depth News is news that is short or not detailed by presenting only important information and includes 5W + 1H (who, what, where, when, why, and how) of the news being reported. Therefore, it can help students more quickly to get information.

4. Definition of video

Video is one of media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. The students can watch the acts and hear the language in the video. They can catch the materials in the video clearly. Video can be a powerful educational and motivational tool in the teaching and learning process. According to Sadiman, video is an audio visual medium that can be used to distribute messages from sender to receiver so that it can facilitate learners to study certain materials.[33] The video is media that exposes the picture and the sound.

5. Definition of news video

Base on the definition of video and news above, the researcher concludes that news video is the dissemination of new information in audio-visual forms that adds general insight. News videos can be accessed through TV programs and the internet. Some sources of video are CNN, BBC, VOA, or some other news websites.

E. Procedure of teaching Speaking by Using News Video

According to Harmer, a video is a great aid to language-in-use such as students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues.[34] Video is one of the media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. It can give more detailed information about the

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[33] Arif S. Sadiman, et. Al, *Media Pendidikan, pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: Rajawali, 1986), p.76.

[34] Jeremy Harmer, *The Practice of Language Teaching*, (London: Longman), p. 286

object in the content. Likewise, it could give imagination about the content of the video that is related to the materials. The students watched the video while they paid attention to the scene, and they know what contains in the video. They could see the action and hear the language from the video, so they could write down based on what they have seen and heard in the paper.[35] Steps to conduct the video use as follows:

a. Preview Activity

In this step, the teacher prepares a video with provide subtitles and divides students into groups. Videos should be an appropriate level of difficulty for the students and relevant to the syllabus. Then, the teacher explains the activities, what students have to do during class activities, and provides worksheets.

b. Viewing Activities

This is the main step, students watch the video, and the teacher facilitates some questions with 5W plus 1H to help students get ideas and messages on the video. And guides students to understand the video by approaching each group.

c. Postsview Activity

In this step, students are in their groups to discuss the video. Then, they prepare summaries to present. Each student must express what they get after watching the video to their classmate.

F. Advantages and Disadvantages of using news video

There are some benefits of teaching English using news video. They are as follows:

1. Student enjoy language learning with the video
2. Studen gain general knowledge
3. Student gain confidence through repetition

[35] Masruddin, "*The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students*". Arab World English Journal, Vol. 9 No. 3 (September 2018), p. 282-293

4. Student easy to understand because of the available visual clues
5. Student interesting and motivating to learn

Besides that, there are the disadvantages of teaching english using the news video:

1. Requires LCD or cellphone in learning and teaching
2. download videos with internet data, so this is a little expensive.
3. The language used in the news video is a bit complicated, so the teacher has to provide subtitles

G. Relevant Studies

From this research, researchers referred to several previous researchers. The first reference, Regil safitri producing a video has a very significantly improved students' speaking ability at the tenth-grade students of SMAN 1 Gamping. This study used action research that aims to investigate improving the students' English speaking skills in the class tenth grade of SMAN 1 Gamping. The subjects are 32 students in class X. Data collected by speaking tests, observation, interviews. And the result shows that the students' speaking skills improve. It means that teaching speaking by using video is improved.[36]

The second reference from Lia selfia yunita explored the effect of using video youtube on students' speaking ability at the second grade of MTS PMS Mirigambar. [37]This research was classified as a pre-experimental study. It involved 16 students of Class VIII A. The data were obtained by using a pre-test and a post-test. The researcher finding there is a significant difference in students' speaking ability by using video Youtube is accepted. It was concluded that video

[36]Ragil safitri, " *Improving the students' english speaking skill in class XA of state senior high school 1 Gamping through video*". (Sarjana Degree of education of English department faculty, Yogyakarta, 2013)

[37] Lia selfia yunita," *The effectiveness of using video youtube towad student's speaking ability at the second grade of MTS PSM Minigambar, Tulang agung*" (Sarjana Degree of education of English department faculty, Tulang agung, 2015)

Youtube is an effective medium to improve the students' speaking ability.

The third reference from Lusi Marlene who focused his research on the effect of using video media on students' speaking skills. This research was classified as a quasi-experimental study. It involved 54 students in two groups. The experimental group was taught by using video and the control group was taught using the conventional method. The data were obtained by using a pre-test and a post-test. The results of the research show that there is an effect in the speaking skill between the students who were taught by using video and those who were taught by using the conventional method.[38]

And the fourth referral is the influence of using animation movies toward students' speaking ability at the first semester of the eleventh grade of MA AL Hikmah Bandar Lampung. This research was a quasi-experimental design. The subjects of this research were 60 students in Class XI. The research was conducted in two classes. It was an experiment class and a control class. The data in this research were in the speaking test. They were obtained by pre-test and post-test for both classes. The result from analyzing the data is using animation movie influence to students' speaking. [39]

H. Conceptual Framework

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when they had to speak. The students did not know what they will to say when they perform. They were afraid of making mistakes, being laughed at by his or her friends, and having a lack of confidence in their ability. In other words students have problems with their confidence. The students also think that learning Engish is not interesting, this is

[38]Lusi marleni, "*The Effect of Using Video through as media roward students' speaking skill*". Journal of English Language and Education, Vol. 3 No. 1 (September 2018), p. 282-293

[39] Ayuningtyas puspitaningrum, " *The influence of using animation movie towards students' speaking ability at the first semester of the eleventh grade of MA AL Hikmah Bandar lampung*". (Sarjana Degree of education of English department faculty, Bandar lampung, 2018)

because the student don't understand the material if students just only learn by picture. It is mean the media that is used less attract students learning.

Futhermore to solved the problems faced by the students, it can be concluded the use of media has an important role in supporting student learning and improving their speaking skills. The teacher must arrange the right media to teach students in their classrooms, because of that they can be motivated and fun in learning. Nowadays, students were more interested in watching videos. Video can Help students understand words by displaying visuals and audio.

Therefore, the researcher wanted to overcome the problems by using news videos in the speaking class. News video is presented in interesting media which can stimulate students and develop ideas of thinking and speaking skills by doing retelling the information. Researchers used this retelling technique to help students learn and practice their speaking skills. Besides, students learned English and feel excited, because of the use of visual media and motivate students to learn English. Using news videos and retelling techniques can improved students' speaking skills because students get ideas and try to find a new vocabulary for English speaking practice.

I. Hypotheses

According to Fraenkel and Wallen, the hypothesis is a prediction of possible results from this study.[40] Muijs states that there are two different types of hypotheses, namely the null hypothesis (Ho) and the alternative hypothesis (Ha).[41] The alternative hypothesis is the right one. The null hypothesis is the opposite. An alternative hypothesis means that there is an effect and is usually formulated in positive sentences. This is also known as a positive hypothesis. In the meantime, the null hypothesis has no effect and is usually formulated

[40] Fraenkel. J. R, Wallen. N. E, *How to design and evaluate research in education*, 7th ed (Boston: McGraw Hill Higher Education, 2009), P.45

[41] Mujis. D, *doing quantitative in education with spss* (London: Sage publications), p.16

in negative sentences. This is also known as a negative hypothesis.The hyphothese of the research are as follow:

1. Alternative Hypotheses (Ha) : There is the influence of using news video toward student's speakig ability in retelling the information.
2. Null Hypotheses (Ho) : There is no the influence of using news video toward student's speakig ability in retelling the information.

Based on the result of the research, the hypothesis can be formulated as follow: There is the influence of using news video toward student's speakig ability in retelling the information.

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